Language Teacher Education
言語教師教育

【Vol.10 No.2】

JACETSIG-ELE Journal
JACET教育問題研究会 会誌

JACETSIG-ELE Journal
Language Teacher Education and Related Fields

Language Teacher Education
言語教師教育 2023

【Vol.10　No.2】

JACETSIG-ELE Journal
JACET 教育問題研究会 会誌

Table of Contents

Language Teacher Education Vol.10 No.2
Editors, Reviewers and Contributing Authors

Contributing Authors (in order of mention)
  Shun Morimoto (Associate Professor, Tamagawa University)
  Sakiko Yoneda (Professor, Tamagawa University)
  Satsuki Osaki (Associate Professor, Soka University)
  Yoshio Hoso (Teacher, Waseda University Honjo Senior High School)
  Ken Hisamura (Professor Emeritus, Den-en Chofu University)

【Research Paper】
Developing and Practicing a Methodology to Promote Deep Reflection across Primary and Secondary School Levels in a Secondary-Education Educational Practice Seminar

Shun Morimoto and Sakiko Yoneda

Abstract

This study developed a methodology to promote deep reflection by students through a collaborative reflection activity that fourth-year university students performed in the fall 2022 the Seminar for Educational Practice (Junior and senior high school). The features of the approach include: (1) making students aware of the collaboration between school types by presenting Self-Assessment Descriptors (SADs) of the Japanese Portfolio for Student Teachers of Languages (J-POSTL) for Pre-service English Teacher Education and J-POSTL for Elementary-school Teacher Education (J-POSTL Elementary); (2) developing a reflection sheet (RS) that provides a framework for smooth and accurate reflection activities and its use in individual and group reflection activities; and (3) limiting reflection to speaking activities to encourage deep reflection. As a result of the thematic analysis of the RS texts, a total of 535 segments were extracted and grouped under four major themes: "Discussion in general," "Reflections on teaching practice," "Reflection on teaching and learning experiences other than teaching practice," and "What the participants learned from the discussion and their future aspirations"; each theme, including medium and small themes, was used in many aspects of the speaking activities. The results showed that students reflected on their speaking activities from multiple perspectives through each theme and clarified their future challenges, suggesting that collaborative reflection activities enable students to come into contact with the experiences and opinions of others beyond their own experiences, leading to deeper reflection.

Keywords
J-POSTL, J-POSTL Elementary, reflection,
collaboration between primary and secondary school, teacher training

1. Research Background

In the 2009 Course of Study (Ministry of Education, Culture, Sports, Science and Technology, 2020), the achievement goals for elementary and high school English education were set with reference to the Common European Framework of Reference for Teaching, Learning and Assessment (CEFR). Pre-service English teacher training programs should thus incorporate a long-term perspective from elementary to high school with reference to the principles of the CEFR, as the field of education, which has focused exclusively on learning in

the school type of one's choice, such as elementary education for elementary schools, is undergoing changes.

Although the CEFR was published in 2002, this line of research has been conducted since 1971 (Yoshijima & Ohashi, 2004, ix). Research has continued worldwide, including the incorporation of the CEFR into the Japanese Communication Proficiency Test and Chinese Language Proficiency Test (Association of International Educational Exchange, 2020; HSK Japan Implementation Committee, n.d.). The CEFR has attracted attention in Japan today partly because of its action-oriented view of language, and the philosophy of lifelong learning is in line with the current situation in Japan. The Japanese Portfolio for Student Teachers of Languages (J-POSTL) used in this study is an adaptation of the European Portfolio for Student Teachers of Languages (EPOSTL), which was developed based on the CEFR. It is intended for use by in-service and pre-service teachers to reflect on, internalize, and bring themselves closer to the practical skills they have learned (JACET SIG on English Language Education, 2014). Like J-POSTL, the Portfolio for Elementary School English Teachers, namely J-POSTL Elementary (JACET SIG on English Language Education, 2021), created in response to the 2017 Course of Study, follows the same philosophy of an action-oriented view of language and lifelong learning. In the action-oriented view of language, the basic teaching method is compatible with communicative language teaching (CLT), which is based on situational, notional, and functional syllabi and focuses on human interaction (p. 1).

For lifelong learning, students should be able to set long-term goals in which they initiate and manage their own English learning and gain a lifelong practical sense that learning English is useful and enriches their lives (JACET SIG on English Language Education, 2014). Portfolios based on these principles have the following five objectives (ibid, pp.1-2): specifying the teaching skills required of English teachers; encouraging reflection on teaching skills and basic knowledge and skills that support them; facilitating discussions and collaboration with colleagues and supervisors; encouraging self-evaluation of instructional practices; and monitoring growth. The criteria "self-evaluation (reflection) of one's own teaching practice" (J-POSTL) and "critical reflection and evaluation of one's own teaching" (J-POSTL Elementary) confirm that individual reflection and discussion based on actual teaching experiences are considered essential for reflection and growth as a teacher.

2. Literature Review

Many studies and teaching practices have been conducted using J-POSTL and J-POSTL Elementary (e.g., Takagi, 2015; Osaki, 2016; Yoneda, 2021; Iwanaka, 2022; Hoso & Kurihara, 2022; Nagakura, 2022).

Takagi (2015) investigated the effectiveness of J-POSTL as a reflection tool for 76 students in an English teacher training course, determining which parts of the Self-Assessment Descriptors (SADs) students focused and reflected on after taking the course for one year. Students discussed several SADs related to topics covered in the course, and the second of five essays in which they reflected more deeply on each SAD was analyzed. Six themes emerged:

"Overall awareness," "What was learned over the year," "Reasons why student teachers felt they acquired particular didactic competencies," "Challenges that need to be solved," "Reasons why student teachers found particular elements challenging," and "Future aspirations." The use of J-POSTL enabled the students to reflect on their learning over the year, clarify what they had acquired and what problems they faced, and provide aspirations to overcome problems and improve their qualities and abilities. The effectiveness of J-POSTL and the content of the reflections were clarified, suggesting the importance of reflection using J-POSTL.

Nagakura (2022) reported on the use of J-POSTL Elementary in mock lessons by 120 third-year students taking the required course "English Language Teaching Methods" in an elementary education program, focusing on (1) group activities like examining lesson plans and mock classes (rehearsal and performance), (2) J-POSTL Elementary, and (3) the use of "Micro Teaching Strategies 20" to incorporate the above into the practice of mock lessons. The students' reflections (free descriptions) led them to recognize the enhancement of self-reflection skills as indispensable for teachers' growth.

Iwanaka (2022) attempted to improve students' reflection skills by discussing SADs at the J-POSTL Elementary. Students were asked to read the 12 SADs in "A-1. Spoken Interaction" and "A-2. Spoken Production" and discuss in pairs how to achieve them. At the end of the 15th lesson, they submitted an essay on what they noticed and discovered from using a portfolio. This study suggested that learners with good English communication skills tend to have a highly experiential view of learning, and elementary English teachers should conduct lessons in which students are mainly engaged in activities. Iwanaka concluded that teachers should have an experiential view of language learning.

As described above, many efforts have been made to investigate the importance and role of reflection activities using J-POSTL or J-POSTL Elementary, but the following points remain to be addressed: First, most studies conducted reflection activities using either J-POSTL or J-POSTL Elementary, but not both, to make students aware of the connections between school types. Second, as in most studies students self-evaluated multiple SADs, reflection on individual SADs was shallow or the choice of SADs was arbitrary when students chose the SADs. Finally, few studies have reported on teaching practices in the Seminar for Educational Practice, which is a capstone of four years of pre-service teacher training that students take after completing at least the teaching practice for their primary license and gaining rich teaching experience in schools that cannot be obtained only through mock lessons at university. Therefore, the depth of reflection and perspectives are expected to differ qualitatively from before the teaching practice. Therefore, in this study, we designed and implemented a series of activities to promote deep reflection on specific SADs in both J-POSTL and J-POSTL Elementary in students attending this seminar.

3. Purpose of the Study

The following research questions were formulated.

RQ1:　How deeply were students taking the Seminar for Educational Practice (Middle/High

School) able to reflect on the target SADs through reflection activities using J-POSTL and J-POSTL Elementary?

RQ2: To what extent did reflection activities using SADs in J-POSTL and J-POSTL Elementary raise students' awareness of collaboration between school types?

4. Method

4.1 Research Settings

4.1.1 Course overview. The Seminar for Educational Practice (Middle/High School), a required course for a teaching license conducted in the fall semester of the fourth year, is the culmination of the pre-service teacher-training curriculum. As shown in Table 1, the course has four main topics: "Student understanding and classroom management," "Sociality and interpersonal relationships," "Instructional skills," and "Final project." The first two topics were taught by a visiting professor and outside lecturer with experience as principals, while the remaining sessions were taught by the two authors of this paper, with the students divided into two classes of 20 students each who covered the same content.

In Week 1, after an explanation of the syllabus, the visiting professor gave an introductory lecture. In Week 2, J-POSTL and J-POSTL Elementary were distributed to students, who watched an introductory video on J-POSTL Elementary. Based on Tamai, Watanabe, and Asaoka (2019) and Tanaka, Minami, and Takagi (2022), the instructors explained what reflective practice is and its significance and emphasized that reflective activity plays a vital role in this course. As shown in Table 1, the instructional skills sessions were held five times (Weeks 2, 3, 6–8), and the students engaged in a series of reflection activities based on SADs in J-POSTL and J-POSTL Elementary selected by the instructors (see the next section for procedures). In the final project, students designed lessons for a given school and grade based on the selected SADs and gave a group presentation on the content of the lessons in Week 12. In weeks 13–15, each group conducted a 30-minute mock lesson using the feedback they received in Week 12.

Table 1

Syllabus for the Seminar for Educational Practice (Middle and High School), AY2022

Week	Contents	Class
1	Course orientation, Introductory lecture	Joint
2	Importance of reflection, Instructional Skills 1: Grammar instruction	By class
3	Instructional Skills 2: Speaking activities	By class
4	Student understanding and classroom management 1	Joint
5	Student understanding and classroom management 2	Joint
6	Instructional Skills 3: Language use in the classroom	By class
7	Instructional Skills 4: Learner engagement	By class
8	Instructional Skills 5: Utilization of ICT	By class
9	Explanation and preparation of final project	By class
10	Sociality and interpersonal relationships 1	Joint
11	Sociality and interpersonal relationships 2	Joint
12	Final project (Group presentation)	By class
13	Final project (Mock lesson 1)	By class

14	Final project (Mock lesson 2)	By class
15	Final project (Mock lesson 3), Wrap-up	By class

4.1.2 Procedures for instructional skills 1–5. The goal of the Instructional Skills 1–5 sessions was to reflect on past teaching experiences, including teaching practice, confirm students' current situation, and clarify future challenges. The procedure is as follows:

(1) Presentation and explanation of SADs (5 minutes)
(2) Completing the reflection sheet (RS) (15 minutes)
(3) Group collaborative reflection activity (10 minutes × 3–4 rounds)
(4) Whole-class sharing and discussion (30 minutes)

In (1), the instructor presented the target SADs to the class on a PowerPoint slide and explained the key points in interpreting them. This took approximately five minutes. The SADs translated by the authors and utilized in this class are listed in Table 2.

Table 2

The SADs covered in Instructional Skills 1-5

Week	Topic	SAD
2	Grammar instruction	Teaching method: Grammar 【 E 】 I can recognize that grammar supports communication, and be able to teach grammar by presenting situations in which the target grammar is used, relating it to language activities, and having children be aware of it 【JH】 I can recognize that grammar supports communication, and be able to teach grammar in relation to language activities by presenting situations in which the target grammar is used.
3	Speaking instruction	Teaching method: Speaking activities 【 E 】 (Interaction) I can design activities related to everyday, simple matters in order to nurture skills for sharing one's feelings and ideas. (Production) I can design activities in order to nurture skills for talking about everyday things and lives, using basic words and expressions. 【JH】 I can design activities for nurturing skills for communicating about one's opinions, everyday lives, and the culture of his/her own country.
6	Language use in the classroom	V Teaching practice: Language use in the classroom 【EJH】 I can deliver lessons in English while using Japanese effectively when necessary
7	Learner engagement	V Teaching practice 【 E 】 C. Interaction with children 3. I can encourage the participation of children, to the extent possible, in the preparation, planning, and implementation of lessons 【JH】 C. Interaction with learners 3. I can encourage learner participation, to the extent possible, in the preparation and planning of lessons

8	Utilization of ICT	III Sources of teaching materials 【 E 】 6. I can devise teaching materials and activities using ICT that are appropriate for children. 【JH】 5. I can devise appropriate teaching materials and activities for leaners

※E: Elementary school, J: Junior high school, H: High school.

※SADs were translated by the authors.

In selecting the SADs, we considered two points: ① they should be ones experienced by as many students as possible during their teaching practice; ② they should not be limited to teaching language materials and skills but should include those that students should deepen their understanding of their future teaching careers, such as language use in the classroom, learner engagement, and the utilization of ICT.

After the presentation and explanation of the SADs, (2) the students downloaded the RS (WORD file) uploaded on the Learning Management System (LMS) to their own PC (see Appendix 1). In Step 1, the students self-evaluated the extent to which they achieved the target SADs, circling the most applicable number from 1 to 5 and provided reasons for their self-evaluation. In Step 2, the students selected and reflected on a specific example from their own experience in teaching practice or school volunteer work that supported their self-evaluation in Step 1. Six questions were presented in this section: 1) What was the goal of instruction? (Aim/Goal); 2) Who was the target of the instruction? (Who): grade, number of students, class composition, proficiency level, etc.; 3) What and how did you teach? (What and How); 4) How well did the instruction work? (Self-evaluation); 5) How did the students react to your instructions? (Reactions from learners); and 6) What feedback did you receive from your supervising teacher about your teaching? (Feedback from the supervising teachers). Students were given approximately 15 min. to complete Steps 1 and 2.

When the RS was completed, the students were divided into three or four groups, and (3) a collaborative reflection activity by group was conducted. The groups were assigned by lot. Each student was given three minutes to present what they wrote in Steps 1 and 2, and seven minutes were given for group discussion, for a total of three to four 10-minute rounds. Instructors acted as timekeepers. If there were no presenters in a round, the students discussed the previous topics. During the discussion, students were asked to take notes on their RS to refer to in Step 4. In addition, students were reminded to consider the perspective of reflection, listen carefully to others, speak constructively, not impose their opinions, and ensure that the speaker had clear time management, focus, and points of discussion.

After the group collaborative reflection activity, (4) whole-class sharing and discussion sessions were conducted for approximately 30 min. In this session, a representative of each group reported the content of the group discussion, and the entire class discussed it. Here, the policy that "mentors do not insert their interpretations, judgments, or analytical views into the feedback they give as much as possible" (Tamai, Watanabe & Asaoka, 2019, p.61) was thoroughly enforced so that the students themselves would be the main actors in the learning process, and the instructor served as a facilitator without giving prescriptions on the issues.

Students were asked to complete Step 4 of the RS assignment by summarizing their thoughts and findings based on Steps 1–3 in 700 characters or more and submit it to the LMS by the due date.

To make the discussion efficient and complete, the reflection topic was announced before class using the announcement function of the LMS. In the speaking activities class, which is the subject of this study, the following announcement was made: "In this week's class, we will reflect on the speaking instruction you provided during your teaching practice or other settings. Please remember at least one specific example so that the content can be shared with the class. If necessary, prepare to share the teaching materials you have used."

4.2 Participants

The participants in this study were 40 fourth-year students (19 males and 21 females) enrolled in the Seminar for Educational Practice (Junior and senior high school) in the fall semester of 2022 at the private university where the authors worked. All students were in a pre-service teacher training course and were planning to obtain junior high school and high school English teaching licenses as their primary licenses. Ten students were enrolled in the Dual Licensure Program and planned to obtain a second class teacher certificate (for all subjects) as their sublicense, and 39 students had already completed teaching practice for their main license at junior high or high schools in the spring semester,[1] and those in the Dual License Program had completed teaching practice at elementary schools in the fall semester. Of the two classes, one consisted entirely of students who had completed their teaching practice in junior high or high school, the other students who had completed their teaching practice in elementary schools as well.

4.3 Data

In this study, the texts students produced in Step 4 of the RS regarding speaking activities were analyzed. There were 37 students who submitted their RSs by the due date. The main purpose of the RS was to summarize the learning gained in class and encourage students' own reflection, not primarily to collect research data. We obtained consent from the students to use their data for academic purposes and explained that no personal information would be disclosed.

4.4 Data analysis

Following Takagi (2015), thematic analysis, which is widely used in qualitative research, was used as the analytical method. The students' texts were combined into an EXCEL file and student IDs assigned. After carefully reading each text, it was divided into segments—clusters of meanings (segmentation). Codes and subcodes were assigned to each segment and a codebook was created by calculating the frequency and number of students who wrote each code. The maximum number of segments was 25, the minimum was 9, the average was 13.2, and the total number was 535. Deductive coding was used to explore the data without being bound by the SAD framework in J-POSTL and J-POSTL Elementary. To ensure inter-rater reliability, each author conducted coding independently, and the results of both authors were

discussed and agreed upon after a later analysis.

5. Results

Four major themes ("Discussion in general," "Reflections on teaching practice," "Reflections on teaching and learning experiences other than teaching practice," and "What the participants learned from the discussion and their future aspirations"), 16 medium themes, and 35 small themes emerged (see Appendix 2 for the list, frequency, and number of students). The following is a summary of students' reflections on each of the four major themes. Due to space limitations, discussion is limited to themes that are relatively common or distinctive enough to merit a report. The numbers in parentheses at the end of each quote indicate the student and segment numbers.

5.1 Discussion in general

For "Discussion in general," five medium themes were extracted: "Discussion topic" (34 segments), "Reference to SADs" (23 segments), "Perspectives of others" (79 segments), "Consensus reached through the discussion " (10 segments), and "Comments on the discussion" (5 segments). The main items listed under "Topics for Discussion" were: "how to develop the ability for spoken interaction," "the importance of having students speak English," "how to incorporate speaking activities in the classroom," and "how to involve students who have difficulty communicating in pairs." For "Reference to SADs," 23 segments by 20 students (54%) mentioned the SADs. The most common medium theme was "Perspective of others," which refers to the perspectives of other group members mentioned during the reflection activity and consists of "Experience of others" and "Opinions of others." The former refers to the experiences of other students during their teaching practice, the latter to the opinions other students shared in the collaborative reflection activity. This theme was identified in 79 segments produced by 25 (approximately 70%) students.

5.2 Reflection on teaching practice

"Reflection on teaching practice" consisted of five medium themes: "Teaching contents" (8 segments; hereafter "seg."), "Actual conditions of students" (16 seg.), "What the participants gained confidence in" (4 seg.), "Issues and reflections on teaching practice" (55 seg.), and "Instructions and advice from supervising teachers" (14 seg.).

The most frequent theme was "Issues and reflections on teaching practice," comprising eight sub-themes: "Student reactions" (12 seg.), "Setting up activities" (10 seg.), "Procedures for activities" (8 seg.), "How to provide feedback" (7 seg.), "Time allocation" (6 seg.), "Making activities full of learning" (5 seg.), "Setting the scene" (4 seg.), and "Other" (3 seg.).

The following descriptions were mainly found in the "Student reactions." In all cases, students did not react as expected, which was difficult to deal with.

・In addition, although I told the students to consciously try to communicate with others, it

was difficult to have a good quality discussion because some students used Japanese when I was not looking, and some students used English sentences directly from the textbooks. (5.7)

・ At first, I expected the children to help each other in making sentences, so I did not say anything, but it did not go as smoothly as I had expected, and I ended up having to explain myself. (20.6)

・ Through teaching practice, I found it difficult to teach students who communicated only in Japanese or words. (28.10)

"Setting up activities" concerns whether the speaking activity itself could be implemented in the classroom. As the following examples show, several students were unable to incorporate speaking activities into their classes. Student #7, who practiced teaching at a high school, was unable to conduct speaking activities primarily because of the nature of the grammatical items covered in class (7.4). He also reflected that it was possible to incorporate speaking elements even if the setting of the purpose, situation, and occasion were not authentic (7.5). Student #35 stated that she was not able to incorporate speaking activities because the class was designed to cover the scope of the exam.

・ Therefore, I was not able to devise ways to incorporate speaking activities; moreover, it was difficult because I was in charge of inanimate subjects and nominal constructions (7.4).

・ However, if I had tried to incorporate speaking activities, I could have asked the students to make sentences using inanimate subject constructions about their opinions, their surroundings, and their own country and have them present them to each other in pairs (7.5).

・ The actual classes were mostly to complete the scope of the test. I was not able to incorporate speaking activities into my class. (35.2)

In the "Procedures for activities," the following reflections were observed: Student #11 mentioned the need to develop the activity in small steps. Student #24 mentioned the need to ensure the learners' understanding of the explanation before the activity. Student #28 mentioned the transition from a paired conversation to a wrap-up as a problem.

・ I think during the three weeks of teaching training I should have had the students work on the activities in small steps and give them constant feedback. I think that is what I should have done during the three weeks of training. (11.12)

・ In addition, because I only gave an explanation and started the activity, the learners did not get a picture of how to work on the activity. Therefore, I ended up giving the same explanation. (24.8)

・ I also realized that it was important to think about how to end the activity rather than just letting the pairs talk. (28.12)

Next, "Instructions and advice from supervising teachers" was divided into four sub-

themes: "Goal of the activity" (4 seg.), "Language use" (4 seg.), "Differences in instructions by supervising teachers" (4 seg.), and "Other" (2 seg.).

As mentioned above, while most comments concerned problems and challenges, some related to "What the participants became confident in." Student #20, who conducted her practicum in an elementary school, mentioned that she was able to capture the interests of the children, as she had expected, by developing a goal based on her supervisor's instructions. Student #30 also felt a sense of accomplishment in being able to put what he thought was important into practice.

・This time, my supervisor asked me to give a lesson that would be fun for the children while they were reviewing the what-do-you-do and where-do-you-do questions during elementary school exercises (20.1). The goal was set as "A school trip to Tokyo! The destination is up to you!" I tried to make the content as interesting as possible for the children (20.2). As expected, they showed interest as soon as they wrote about their destination (20.3).
・First, I thought it was important to choose a topic with a high degree of freedom that would arouse students' interest (30.3). In this respect, I designed an activity in which students talked in pairs about their favorite season and why, using the conjunction "because," which I felt gave them a chance to express their own opinions to some extent (30.4).

5.3 Reflection on teaching and learning experiences other than teaching practice

For "Reflection on teaching and learning experiences other than teaching practice," three medium themes were extracted: "Participation in projects at elementary schools" (6 seg.), "Self-learning experiences" (2 seg.), and "Teaching experiences at tutoring schools" (1 seg.). Although only one student mentioned "Participation in projects at elementary schools," the following statements were worth citing.

・I conducted an activity called "Let's Make a Dream School Lunch" at an elementary school, setting the purpose, scene, and situation of the activity. However, there were some points to be improved, such as children's motivation decreasing, and the flow was not smooth. I thought I had set the purpose, scene, and situation of the SAD and activities to promote the children's ability to communicate their opinions to each other, but I could not provide procedures or clear explanations. My poor teaching skills were the reason for my poor performance. I also felt that the quality of the activities changed depending on my teaching skills and other aspects of classroom management. (21.17–21.20)

Students showed deep reflections on the experience of teaching practice in elementary school, such as the fact that the flow of the lesson was not smooth, the motivation of the students decreased, the quality of the activities varied depending on the teaching skills, and the success or failure of the English lesson was related to classroom management skills.

Student #21 reflected on his junior and senior high school days and how he perceived speaking, while Student #13 self-evaluated his ability to implement what he had learned in the

research seminar at university, raising corrective feedback as an issue.

・I myself was relatively good at reading and listening in English in junior high and high school because I could get high scores and there were plenty of assignments outside class, but I still have a strong feeling that I am not good at speaking because I just sort of work on it. (21.17)
・There was an opportunity to discuss content related to corrective feedback once in a research seminar and to learn knowledge and application methods (13.3). I was able to put the theory I learned into practice, which I think was good. (13.6).

5.4 What the participants learned from the discussion and their future aspirations

This topic had the largest number of segments among the four main topics. It included "Thoughts and learning from the discussion" (202 seg.), "Questions raised throughout the discussion" (4 seg.), and "Future aspirations" (72 seg.).

The most common responses to "Thoughts and learning from the discussion" were "Activity design" (93 seg.), "Affective factors" (25 seg.), "Teaching techniques" (17 seg.), "Status quo and issues in English language education" (11 seg.), "Creating a learning environment" (8 seg.), "Lesson design" (8 seg.), "Implementation of activities" (7 seg.), "Language use" (7 seg.), "Bridging elementary and junior high schools" (7 seg.), "Difficulties in teaching" (6 seg.), "Views on Learning" (5 seg.), "Assessment" (5 seg.), and "Qualities and competencies of the teachers" (3 seg.). The largest number of segments was for "Difficulties in teaching" (6 seg.). Of these, "Activity design" had the largest number of segments. In "Activity design," 11 items were listed (Table 3). The most common item was how to enhance learners' readiness for speaking activities, as shown in the following description: the importance of scaffolding, such as presenting a model, allowing time for practice before the activity, and presenting the vocabulary and expressions needed for the activity. Scaffolding is a technical term used in pedagogy to indicate that students understand their experiences through theoretical concepts.

Table 3

Breakdown of "4.1 Activity Design"

Code	Frequency	# of Students
How to enhance readiness	29	17
Quality of activities	11	6
Activity options	11	8
Aim/goal of the activity	8	6
Setting of purpose, scene and situation	8	7
Adjustment of difficulty level	7	4
Significance of activities	5	4
Topic selection	5	5
Form of activity	3	2
Activity procedures	3	3
Establishment of language materials	3	2

・Instead of giving instructions and waiting for students to work on them, presenting the

expressions and words to be used and even checking pronunciation can reduce the number of "mistakes" that students fear the most. Other suggestions include not letting students speak English to their partner or teacher but letting them first think about what they want to say and summarize what they want to say and carefully guiding them beforehand so that they can take the first step toward speaking English and gradually develop the habit of speaking English. (11.7–11.9)

・I was also reminded of the need for scaffolding to determine how much assistance is needed for students who understand Japanese but do not know how to express themselves in English. Although some teachers do not have much time to allocate to speaking activities, I personally felt that teachers are required to know the effectiveness of the activities and provide hints and models to expose students to new grammar and to increase their proficiency in learning while raising their level of understanding. (19.3–19.5)

・I learned that it is important to devise scaffolding, spend a lot of time practicing, and be aware of how to enhance readiness because first-year students are limited in what they can use. (27.10)

The next two most frequent descriptions were "Quality of activities" and "Choice of activities." The following statements pertain to the former. For example, Students #8 and #37 expressed a need for activities that involved authentic interactions, while #10 stated that merely allowing students to have pleasant conversations was insufficient.

・In everyday life, there are few conversations, if any, where we know what the interlocutor is talking about. (8.9)

・I strongly felt that activities in which students enjoy talking cannot be called true speaking activities. (10.3)

・If scripts and conversation templates are provided, they will no longer be authentic communication, but mere reading-aloud or speech. (37.5)

For the second description, the following statements indicate students' reflections on how speaking activities can be enhanced by using reflection sheets, ICT, and handouts.

・It is considered that the reflection sheet is effective in making students aware of small steps. (16.10)

・If ICT equipment is used not only in English classes but also in other subjects on a daily basis, the level of understanding and use of rules can be improved. (21.23)

・I think having students listen to model sentences repeatedly and putting a word box that listed the verbs to be used in the handout helped the activity flow smoothly and made students enjoy it. (31.8)

The "Activity design" section also included the themes of "Goal of the activity," "Establishment of purpose, scene, and situation," and "Adjustment of difficulty level," all

points to be considered in the design and implementation of speaking activities.

The "Affective factors" included 25 segments that all point out that for students to be able to actively engage in speaking activities, besides increasing their motivation and self-esteem, it is necessary to take care of their affective aspects, such as eliminating excessive anxiety and shame about errors and stimulating their interest in other cultures.

・The most important thing that I noticed about speaking and speaking interactions was how important it was to keep students engaged and motivated. (17.1)
・I felt during the discussion that speaking activities were important for raising my self-esteem and eliminating a sense of weakness in English. (21.7)
・I thought it would be good if I could set up activities that would provide an opportunity for first-year junior high school students who were beginning to learn English to develop an interest in different cultures. (27.12)
・Therefore, I believe it is important to remove the pressure on students that they do not consider speaking English unless they have the skills to score hundred points, both grammatically and phonetically. (36.3)
・The teacher's way of drawing out students is very important, since speaking is an activity in which relationships, shyness, confidence, and motivation are especially involved before students learn to speak. (37.11)

"Teaching techniques" included 17 segments: "Dealing with errors" (4 seg.), "Dealing with different proficiency levels" (4 seg.), "Individual response" (3 seg.), "Giving feedback" (3 seg.), "Giving directions" (2 seg.), and "Keeping the conversation going" (1 seg.). These are all instructional skills teachers need to promote speaking activities. The main descriptions are as follows:

・In addition, pointing out students' errors individually would be quite burdensome for teachers, and it would be necessary for teachers to speak English like native English speakers on a daily basis. Therefore, I thought that I should not insist on perfect English in speaking activities but respect the students' experience and opportunity to speak English and give them appropriate corrections and feedback for a short time at the end of the activity. (1.9)
・Through this discussion, I think that it is important to clarify the speaking level required of students according to their proficiency level; for example, first-year junior high school students should speak in English without relying on Japanese; even if it is just words, first-year high school students should speak in sentences, and third-year students should speak in sentences using conjunctions. (16.3)
・However, even when providing feedback, teachers have different priorities in terms of whether they prioritize feedback on grammatical errors or content. (25.8)
・In addition, I recognized the need for the teacher to incorporate the items already learned in elementary school and devise activities to keep the conversation going by responding appropriately on the spot to questions from the interlocutor by asking related questions. (3.7)

Finally, 72 segments were listed for "Future aspirations," divided into eight sub-themes: "Improving activity design skills" (19 seg.), "Improving teaching skills" (13 seg.), "Improving lesson design skills" (12 seg.), "Improving responsiveness to affective factors" (9 seg.), "Improving teaching techniques" (7 seg.), "Creating a learning environment" (5 seg.), "Implementing activities" (5 seg.), and "Improving assessment" (2 seg.). The following are representative descriptions of the eight sub-themes. Student #17 noted that through reflection activities, he became aware of points that he had not noticed before. In addition, as described by Student #27, some students achieved the goal of improving their teaching skills by being exposed to various ideas through reflection activities that they could not achieve individually, suggesting that deep reflection took place.

・Language activities that develop communication ability can be established for children with low proficiency levels. (6.9)
・I want students to learn to use English to express their feelings and not just read what is written in English. I want to make them realize how fun it is. (14.8)
・I have never thought about how to support such students and encourage them to speak their own opinions, so I want to think about how to deal with this as a future issue. (17.7)
・I want to incorporate a point that will make students feel happy studying together at the end of the class. (20.9)
・I would like to create an environment in which it is easy to speak and to create an environment in which it is acceptable to make mistakes not only in English classes but also in other classes. (23.14)
・I would like to continue to improve my practical teaching and design skills by coming into contact with a variety of ideas as I did in today's class. (27.15)

6. Discussion

One of the authors (Yoneda), who has conducted research using J-POSTL since 2014, considers the student discussions in this study noteworthy for two reasons: the formation of readiness through prior announcements and the use of RS to navigate self-reflection and collaborative reflection. These helped students focus, enabling them to describe their experiences within the framework of (1) the aim/goal of the lesson, (2) the topic of the lesson, (3) what and how they taught, (4) how well the lesson worked, (5) the learners' reactions, and (6) feedback from supervising teachers. In addition, while explaining their practice most students showed PowerPoint presentations they had used in their teaching practice, as if reproducing a mock lesson, which we believe was a good opportunity for them to relive their experiences.

The first RQ was "To what extent were the students of the English course who took the Seminar for Educational Practice (Middle/High School) able to reflect deeply on the target SAD through a series of reflection activities using J-POSTL and J-POSTL Elementary?" The four-level division of the categories from the thematic analysis (major, medium, minor, and

minor sub-items) supports the idea that students delved deeper into their thoughts and were able to reflect deeply. In addition, as noted in their comments, there are references not only to teaching practice, but also to the four years of learning at the university, indicating that this course is appropriate as a summary of the prospective teacher training curriculum. The second RQ was "To what extent did the reflection activities using J-POSTL and J-POSTL Elementary raise students' awareness of collaboration between school types?" As shown in Appendix 2, five of the 20 students stated "Bridging elementary and secondary schools," with a frequency of seven, so the methodology was not effective in raising student awareness on this point. However, after participants in the Dual License Program returned from their teaching practice, we observed that they mentioned more cases in elementary schools.

7. Conclusion

In the present study, we developed and implemented a methodology to promote deep reflective activities in the Seminar for Educational Practice (Junior and senior high school), which is the culmination of four-year academic studies at universities. The main features of this study were as follows: (1) SADs both in J-POSTL and J-POSTL Elementary were presented to students together; (2) individual reflection and group collaborative reflection activities were combined; (3) RS was used as a scaffold for reflection; and (4) all students were asked to reflect on a specific area of the SAD to promote deep reflection. The results showed that the methodology promoted deep reflection on various aspects of speaking instruction. In particular, the topic of "What the participants learned from the discussion and their future aspirations" was reflected on at a very deep level, branching into "Activity design," "How to improve readiness," and eight other topics. This would not have been possible if participants had reflected on several SADs simultaneously.

Since this study analyzed the content of reflection on speaking activities, there remains a need to investigate what kind of reflection was promoted on other topics covered in class (i.e., language of instruction, learner engagement, and utilization of ICT). In addition, it is necessary to conduct research on SADs not covered in this study. In addition, since the participants in this study, except for a few students, used J-POSTL and J-POSTL Elementary for the first time when they started the Seminar for Educational Practice (Middle and High school), it was not possible to capture how their English teaching abilities changed from a long-term perspective. In the future, it will be necessary to verify how students' self-evaluations change over time by systematically incorporating reflective activities using J-POSTL and J-POSTL Elementary from the beginning of the course.

Notes

1. One of the 40 students was supposed to practice teaching in the spring, but because of the circumstances of the school, it was postponed until the fall, so the second class was held before her teaching practice.
2. Although it is difficult to draw a clear line between "What I learned from the discussion"

and "Future aspirations," in this study we coded as "Future aspirations" those statements that used expressions such as "want to do," "should do," "think I should do," and "will do," and those that the two researchers agreed corresponded to future aspirations.

3. This manuscript was originally published in Japanese in *Language Teacher Education*, Vol.10, No.1.

References

Association of International Educational Exchange. (2020). *Nihongo shiken to eigo shiken no CEFR jiku hyoukahyou [A comparison table for the CEFR and Japanese and English language proficiency tests]*. https://jlcat.org/comparison_cefr.html

Hoso, Y., and Kurihara, F. (2022). J-POSTL wo katsuyoshita Eigo no jugyokaizen: 2 nenkan no ibunkarikaijugyo no furikaeri. [Improvement of English classes using J-POSTL: Reflections on two years of intercultural understanding classes], *Language Teacher Education, 9*(1), 84-98. http://www.waseda.jp/assoc-jacetenedu/VOL9NO1.pdf

HSK Japan Implementation Committee. (n.d.). *Nihon to sekai de ichiban ukerareteiru chugokugo kentei [The most taken Chinese proficiency test in Japan and the world]*. https://www.hskj.jp/cefr/

Iwanaka, T. (2022). Jikohyoka kijutsubun wo mochiita hanashiai katsudo: Jukosei no seisatsuryoku kojo no kokoromi [Discussion activities using self-assessment descriptors: An attempt to improve students' reflection skills] in Yoneda, S., Yamaguchi, T., and Osada, E. (Eds.), *Shogakkou Eigo shidosha no potoforio J-POSTL Elementary: Kyoshoku katei ni okeru katsuyo jissen [Portfolio of Elementary School English Teachers J-POSTL Elementary: Practical application in student teacher training]*, 15-24. JACET SIG on English Language Education.

JACET SIG on English Language Education. (2014a). *Seicho no tameno seisatsu turu: Gengo kyoushi no potoforio [Eigo kyoushi kyouiku zenpen] [Japanese Portfolio for Student Teachers of Languages (Full version: For English Teacher Education)]*. http://www.waseda.jp/assoc-jacetenedu/FullVersionJPOSTL.pdf

JACET SIG on English Language Education. (2014b). *Seicho no tameno seisatsu turu: Gengo kyoushi no potoforio [Eigo kyoushokukateihen] [J-POSTL for Pre-service English Teacher Education]*. http://www.waseda.jp/assoc-jacetenedu/PreServiceVersionJPOSTL.pdf

JACET SIG on English Language Education. (2021). *Shougakkou eigo shidousha no potoforio (J-POSTEL Elementary) [J-POSTL for Elementary-school Teacher Education]*. http://www.waseda.jp/assoc-jacetenedu/CompleteJPOSTLElementary.pdf

Ministry of Education, Culture, Sports, Science and Technology. (2020). *Gaikokugo kyouiku no bapponteki kyouka no imeji [Image of Radical Strengthening of Foreign Language Education]*. https://www.mext.go.jp/content/000025257.pdf

Nagakura, Y. (2022). Mogi jugyo ni okeru J-POSTL Elementary wo mochiita jikoseisatsuryoku no kanyo [Cultivating self-reflection skills using J-POSTL Elementary in mock lessons] in Yoneda, S., Yamaguchi, T., and Osada, E. (Eds.), *Shogakkou Eigo shidosha no*

potoforio J-POSTL Elementary: Kyoshoku katei ni okeru katsuyo jissen [Portfolio of Elementary School English Teachers J-POSTL Elementary: Practical application in student teacher training], 92-101. JACET SIG on English Language Education.

Osaki, S. (2016). Shougakkou eigo shidousha no tameno gengo kyoushi potoforio (J-POSTL) kaihatsu: Bunken kenkyu ni okeru jikohyouka kijutsubun no kento [Development of a portfolio for elementary school English teachers (J-POSTL): A literature review of self-assessment descriptors], *Language Teacher Education, 3*(1), 61-78. http://www.waseda.jp/assoc-jacetenedu/VOL3NO1.pdf

Takagi, A. (2015). Eigoka kyoushokukatei rishuusei niyoru seisatsu: Gengo kyoushi no potoforio (J-POSTL) wo mochiite [Reflection in pre-service teacher education: Using the Japanese Portfolio for Student Teachers of Language (J-POSTL)], *Language Teacher Education, 2*(1), 59-77. http://www.waseda.jp/assoc-jacetenedu/VOL2NO1.pdf

Tamai, K., Watanabe, A., & Asaoka, C. (2019). *Rifurekutibu purakutisu nyumon [An introduction to reflective practice]*, Hitsuji Shobo.

Tanaka, T., Minami, Y., & Takagi, A. (2022). Eigo kyoiku ni okeru kyoshi no kyoudouteki seisatsu no kanosei: Kyoushi ni yoru seisatsu to seisatsuteki jissen no riron to kadai wo fumaete [The potential of teachers' collaborative reflection in English language teaching: In light of theories and problems of teacher reflection and reflective practice]" *Language Teacher Education, 9*(1), 41-54. http://www.waseda.jp/assoc-jacetenedu/VOL9NO1.pdf

Yoneda, S. (2021). J-POSTL Elementary no keinen shiyo kara mieta shougakkou eigo kyouin yousei niokeru gakusei no seichou to manabi [Students' growth and learning in elementary English teacher pre-service education: Follow-up research using the J-POSTL Elementary over time], *Language Teacher Education, 8*(1), 71-85. http://www.waseda.jp/assoc-jacetenedu/VOL8NO1.pdf

Yoshijima, S., & Ohashi, R. (2004). *Gaikokugo kyoiku II: Gaikokugo no gakushu, kyoju, hyouka no tameno yoroppa kyotsu sanshowaku. [Foreign Language Education II: The Common European Framework of Reference for Learning, Teaching and Assessment of Foreign Languages]*, Asahi Press.

Appendix

Appendix 1 Reflection sheet used in class

Fall Semester, 2022
Seminar for Educational Practice (Week 2)

English Teaching Skills (1) Reflection Sheet

Student ID#：
Name：

【Today's SAD】

Teaching Method #5

Grammar

　[SH] Be able to recognize that <u>grammar supports communication</u> and teach grammar in relation to language activities by presenting situations in which target grammar is used.

　[E] Be able to recognize that <u>grammar supports communication</u> and teaches grammar by presenting situations in which the target grammar is used, relating it to language activities, and making children aware of it.

Step 1　Self-assess the SADs above (circle the number that best applies).

1	2	3	4	5

※1-Unable，2-Not very able，3-Neither，4-Fairly able，5-Able

Reason for your self-assessment:

Step 2　<u>In support of your self-assessment in Step 1</u>, select one specific example of your own experience in teaching training, school volunteer work, and so on, and reflect on it. (15 minutes)

*Adjust cell width as necessary.

1) What was the goal of the instruction? (Aim/Goal)
2) Who was the target of instruction? (Who): Grade, number of students, class composition, proficiency level, etc.
3) What and how did you teach? (What & How)
4) How well did the instruction work? (Self-evaluation)
5) How did the students react to your instruction? (Reactions from learners)
6) What feedback did you get from your supervising teacher about your teaching? (Feedback from the supervising teachers)

Step 3   In groups of four, discuss the issues based on Steps 1 and 2 (three minutes for reporting and seven minutes for discussion). <u>The content of this discussion is directly related to the preparation of the proposal, so please be punctual.</u>

Discussion Notes

Step 4   Summarize your thoughts and findings based on the discussion content in at least 700 characters. 【Today's Assignment】

(○○○ characters)

Appendix 2 Final list of codes, frequency of occurrence, and number of students (examples omitted)

Code	Definition	Freq.	#of Ss
1. Discussion in general	Discussion topics, reference to SAD, perspectives of others, consensus of opinion, and comments on the discussion	**151**	**33**
1.1 Discussion topics	What topics were discussed?	34	20
1.2 Reference to SADs	To what extent were SADs mentioned in the discussion?	23	16
1.3 Perspective of others	What speaking activities did the other group members experience and what opinions did they have?	79	25
1.3.1 Experience of others	What experiences did other group members have?	42	19
1.3.2 Opinions of others	What opinions did other group members have?	37	19
1.4 Consensus reached through the discussion	What was the consensus of the group as a whole throughout the discussions.	10	6
1.5 Comments on the discussion	Comments on the discussion	5	5
2. Reflections on teaching practice	What kind of experiences did the participants have in teaching practice and what kind of instructions and advice did they receive from supervising teachers?	**97**	**27**
2.1 Teaching contents	What kind of instructions did the participants do?	8	8
2.2 Actual conditions of students	What were the actual conditions of the students?	16	8
2.3 What the participants gained confidence in	In what ways did the students gain confidence in teaching practice?	4	4
2.4 Issues and reflections on teaching practice	What challenges did the participants face during teaching practice?	55	21
2.4.1 Student reactions	How did students respond to the speaking activities?	12	9
2.4.2 Setting up activities	How did the participants set up speaking activities?	10	6
2.4.3 Procedures for activities	What procedures were used for speaking activities?	8	7
2.4.4 How to provide feedback	What kind of feedback did the participants give during the speaking activities?	7	3
2.4.5 Time allocation	How the participants allocated time for speaking activities	6	5
2.4.6 Making activities full of learning	The extent to which speaking activities involve learning rather than just speaking	5	5
2.4.7 Setting the scene	The extent to which the participants were able to design activities with clear scene setting	4	3

		2.4.8 Other	Content not classified above	3	3
	2.5 Instructions and advice from supervising teachers		What kind of instructions and advice did the participants receive from supervising teachers during teaching practice?	14	9
		2.5.1 Goal of the activity	How to set the aim of the activity	4	4
		2.5.2 Language use	What language should be used in instruction.	4	2
		2.5.3 Differences in instructions by supervising teachers	Whether there were differences in instructions by supervising teachers	4	1
		2.5.4 Other	Content not classified above	2	2
3. Reflection on teaching and learning experiences other than teaching practice			What did participants reflect on in their teaching experiences other than teaching practice and learning at the university?	**9**	**3**
	3.1 Project participation in elementary schools		What kind of teaching experiences did the participants have in projects at elementary schools?	6	1
	3.2 Self-learning experience		What kind of self-learning experiences did the participants have?	2	2
	3.3 Teaching experience at tutoring schools		What kind of teaching experiences did the participants have at tutoring schools?	1	1
4. What the participants learned from the discussion and their future aspirations			What did the participants learn through the discussion and what future aspirations did they have?	**278**	**37**
	4.1 Thoughts and learnings from the discussion		What did the participants think and learn throughout the discussion?	202	37
		4.1.1 Activity design	Key points in designing speaking activities	93	27
		4.1.2 Affective factors	How to respond to learners' affective factors in speaking activities	25	14
		4.1.3 Teaching techniques	Teaching techniques required for implementing speaking activities	17	13
		4.1.4 Status quo and issues in English language education	Status quo and issues in English language education in general	11	5
		4.1.5 Creating a learning environment	Creating a learning environment for implementing speaking activities	8	8
		4.1.6 Lesson design	Key points in designing the class, including Activities	8	5
		4.1.7 Implementation of activities	The extent to which speaking activities are implemented	7	5
		4.1.8 Language use	Language use in speaking activities	7	6
		4.1.9 Bridging elementary and secondary schools	Importance of bridging elementary and secondary schools in implementing speaking activities	7	5
		4.1.10 Difficulties in teaching	Difficulties in teaching speaking	6	4
		4.1.11 Views on learning	How students view learning	5	2
		4.1.12 Assessment	The way assessments should be done in speaking activities	5	3
		4.1.13 Qualities and competencies of the teachers	Qualities and competencies of the teachers required for implementing speaking activities	3	3
	4.2 Questions raised throughout the discussion		What questions came to mind throughout the discussion?	4	4
	4.3 Future aspirations		Based on the discussion, what students wanted to work on in the future to improve their own speaking instruction skills?	72	30
		4.3.1 Improving activity design skills	Improving ability to design speaking activities	19	12
		4.3.2 Improving teaching skills	Improving teaching skills required to practice speaking activities	13	13
		4.3.3 Improving lesson design skills	Improving the ability to design the entire lesson, including activities	12	11
		4.3.4 Improving responsiveness to affective factors	Responding appropriately to learners' affective factors for effective speaking activities	9	8

		4.3.5 Improving teaching techniques	Improvement of teaching skills required for speaking instruction	7	5
		4.3.6 Creating a learning environment	Create a learning environment for effective speaking activities	5	5
		4.3.7 Implementing activities	Actively implement speaking activities in class	5	4
		4.3.8 Improving assessment	Improve assessment in speaking activities	2	2

【Research Paper】
Exploring More Effective Use of Reflection Tools in a Pre-service Teacher Education Course

Satsuki Osaki

Abstract

This study examines how deeply student teachers reflect on their microteaching using the *Japanese Portfolio for Student Teachers of Languages* (J-POSTL). It also attempts to identify the factors that deepen reflection and suggests more effective methods for using reflection tools through the combined use of this portfolio and other reflection tools. The study collected and analyzed student teachers' self-evaluations based on the J-POSTL 21 self-assessment descriptors and their reflection papers. The results suggest that, by classifying the content of their reflection papers into the five phases of the ALACT model, only 22% of the participants engaged in deep reflection. Finally, this paper discusses methods to internalize student teachers' reflection by utilizing some reflection tools together and the role of a student teachers' supervisor as a facilitator to encourage their deep reflection.

Keywords

1. Introduction

The Core Curriculum for Teacher Education (MEXT, 2017) outlines the goals of English language teaching and requires university teacher-education courses to "acquire a perspective on improving teaching through implementation and reflection on microteaching" (p.7). Therefore, efforts to promote reflection through the use of portfolios, journals, and group discussions have attracted attention in language education and all areas of teacher education (Takeda, 2015; Tamai et al., 2019). It has become clear that the use of these reflection tools promotes students' reflection, and many studies have been reported using the *Japanese Portfolio for Student Teachers of Languages* (J-POSTL) (JACET SIG on English Language Education, 2014) (Kiyota, 2015; Nakayama, Yamaguchi, and Takagi, 2013; Takagi and Nakayama, 2012; Takagi, 2015; Yoshizumi, 2018), which is also used by the author. J-POSTL is the adaptation of the *European Portfolio for Student Teachers of Languages* (EPOSTL) (Newby et al., 2007), which takes into account the educational environment of foreign language teaching in Japan. It is a tool for students to continuously record and reflect on what they have learned in their teaching programs, recognize their own strengths and areas for improvement, and

promote their awareness and learning about the teaching profession. J-POSTL consists of several parts, the core of which is a can-do list comprising 180 self-assessment descriptors.

However, while it has become clear that the use of J-POSTL encourages students to reflect, there are issues that need to be addressed to maximize its effectiveness. These issues include, insufficient discussion time for collaborative learning in teaching programs, lack of clear advising methods from supervisors to encourage reflection, and the current educational system that prevents supervisors from being directly involved in reflection during teaching practicums (Kiyota, Asaoka and Takagi, 2020). Furthermore, it has been suggested that students' lack of awareness of reflection may have affected their reflection. For example, regarding reflection in language learning in Japan, Hori (2016) conducted a survey on attitudes toward second language learning at universities in Japan and concluded that in Japanese educational culture, there are few opportunities or habits for reflection in school education because the results, such as good test scores, are more important than the content and process of learning. He suggests that reflection remains an unfamiliar concept in Japan. Kiyota (2017) also pointed out that although the Course of Study in elementary, junior high, and high schools requires the encouragement of reflection in class, students may be encouraged only to conduct reflection, not engage in-depth reflection which leads to the cultivation of autonomy. Thus, it is unlikely that students who have grown up in Japanese schools are aware of the importance of reflection and have acquired the skills to reflect deeply on their experiences before entering university. It can be inferred that without appropriate guidance, it is difficult to reflect deeply on microteaching.

In light of the current situation, there is a growing need to understand the importance of reflection in Japanese education programs, to examine the content and methods for internalizing reflection, and to explore effective ways of using reflection tools to deepen the reflection. Therefore, this paper aims to address this issue by discussing effective ways of using J-POSTL in combination with other reflection tools. It will review some reflection tools, clarify the current state of reflection, and identify factors that contribute to deepening reflection among Japanese students taking English teaching courses.

2. Overview

2.1 What is Reflection?

The concept of reflection was introduced into pedagogy in the early 20th century by Dewey and Schön. Dewey (1933) defined the concept of reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought" (p. 9). Dewey also asserted that attitudes of open-mindedness, wholeheartedness, and responsibility trigger reflection in the development

of one's problem. Based upon Dewey's ideas, Schön (1983) suggested that reflection is based on experience and emerges as a response to it. Schön (1983) suggested that practitioners, through verbal and descriptive communication, should explore what happened and why they acted as they did at the time. He emphasizes the significance of practice-based reflection, where practitioners, through verbal and written communication, explore what happened, why they did it, what they did, and anticipate the result of their analysis and evaluation. Furthermore, Korthagen (2015), in a keynote speech in Germany, described reflection as a mental process in which one tries to build or reconstruct previous experiences, problems, existing knowledge, insights, and more, to better understand or improve one's actions, and that this process constitutes learning by experience. In the ideal process of learning through experience, action, and reflection occur alternately (Korthagen, 2010, p. 53). The importance of experiential reflection is clearly stated in the Core Curriculum. Therefore, the importance of reflection in teacher education has been recognized in Japan, leading to proposing of various models aimed to promote reflection. For example, the cyclic model of reflective practice by Tamai, Watanabe and Asaoka (2019), which incorporates Dewey and Schön's concept of reflective practice as a model of reflective practice, and the ALACT model by Korthagen et al. (2001, 2010) have attracted attention in the field of English education in Japan.

2.2 ALACT Model

The ALACT model (Figure 1), proposed by Korthagen et al. (2001, 2010) presents an effective five-phase model for reflection: (1) Action, (2) Looking back on the action, (3) Awareness of essential aspects, (4) Creating alternative methods of action, and (5) Trials. The models are named after the first letters of the five phases. The first phase involved gaining concrete experience, such as microteaching. In the second phase, student teachers reflected on their actions in response to the situation, such as what they were thinking at the time, how they felt, and how their actions affected the students. During the second and third phases, students become aware of the emotions and behavioral tendencies triggered by their experiences and related childhood school experiences (Korthagen et al., 2001, 2010). In this phase, student teachers notice what the teacher and learners wanted to do, what they felt, and what they thought. In the fourth stage, the student teachers choose a new action based on their essential awareness gained in the third stage. In the fifth phase, the new action considered in the fourth stage is attempted. The trial, (5) becomes the action, (1) of the next phase.

By following this ALACT model with their supervisors or peers, teachers are encouraged to learn to enhance their expertise by "delving into the context and meaning of their own practice based on situations that did not go well or made them feel uncomfortable, and by looking deeply within themselves" (Sakata et al., 2019, p.38). In this process, Korthagen (2001, 2010) states that it is important to promote "awareness of essential aspects" in the third phase by carefully reflecting on the experience and

deepening the reflection in the second phase (Korthagen et al., 2001, 2010).

Figure 1

The ALACT Model of Reflection (Korthagen et al., 2001, 2010)
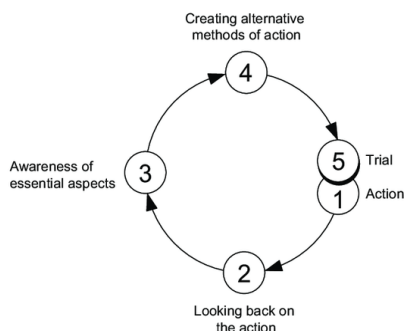
The "eight questions" (Table 1) were developed to support a more adequate reflection process. These "eight questions" encourage teacher students to carefully consider specific feelings, thoughts, needs, and actions (Korthagen et al., 2001, 2010). By asking these questions, either their supervisors or the teacher students themselves, it is hoped that the teacher students will be encouraged to reflect objectively on their actions.

Table 1

Questions Supporting the Transition from Phase 2 to Phase 3 (Korthagen et al., 2010)

0. What is the context?	
1. What did I want?	5. What did the students want?
2. What did I do?	6. What did the students do?
3. What did I think?	7. What did the students think?
4. What did I feel?	8. What did the students feel?

In recent years, an increasing number of studies have been conducted on reflective practice using the ALACT model in Japan (Hoshi, 2021; Sekihara and Okazaki, 2021; Takeda, 2015). Sekihara and Okazaki (2021) investigated how an English teacher engaged in reflection using the ALACT model to improve his teaching skills along with his mentors. They reported that he identified a gap in awareness between the teacher and his students, which led to a new attempt. However, Sekihara and Okazaki (2021) pointed out that the use of the ALACT model requires time for reflection and does not lead to effective reflection unless a mentor carefully explains what each phase in the model means. Therefore, future research should focus not only on the use of the reflection process but also on how to promote reflection through mentoring. Furthermore, it has been reported that the application of the ALACT model in teacher training programs results in an increase in the quality of students' reflection papers (Kamijo, 2012). However, unlike experienced teachers, these students have not yet acquired the knowledge or skills

necessary for the teaching methods. Therefore, in this study, I explored how this reflection tool can be used more effectively in combination with J-POSTL, which provides a fundamental perspective on teaching skills.

2.3 The ALACT Model and J-POSTL

The ALACT model described above aims to promote the development of autonomous teachers by encouraging students to reflect on their practices through an ideal reflection process. Conversely, the author uses J-POSTL, a portfolio for students to continuously record what they have learned in the teaching program and their practicum, and to use it for their personal growth. Specifically, J-POSTL is a tool for students to reflect on their learning in the teaching program and teaching practice through self-assessment. It utilizes 96 descriptors of language teaching competence, such as "I can set learning objectives which take into account learners' needs and interests in line with the Course of Study." It is important to note that the descriptors are not a checklist, but rather serve as indicators for students and supervisors to exchange ideas about important aspects of teacher education in the context of the descriptors. The descriptors serve to enhance professional development in teaching. However, each supervisor uses J-POSTL according to their own teaching environment. Therefore, it is important to consider how to maximize the impact of J-POSTL on improving teaching methods by incorporating the ALACT model process to promote reflection and instructors' support methods.

2.4 Advising Strategies and Tools to Facilitate Reflection

In addition to the ALACT model and J-POSTL, other possible tools to facilitate reflection include advice strategies and tools suggested by Kato and Minard (2022) in *Reflective Dialogue: Advising* in *Language Learning*. In the process of Transformational Advising in language learning recommended by Kato and Minard (2022), the advisor "supports a learner in going beyond improving language proficiency. The learner's existing beliefs are challenged to raise the awareness of learning, translate the learner's awareness into action, and finally, make a fundamental change in the nature of learning"(p.9). This same process is used by advisors to encourage student reflection on microteaching. Transformational Advising comprises four approaches: Promoting Action, Broadening Perspectives, Translating Awareness into Action, and Assisting Transformation. According to this study, applying this approach and facilitating learner progress require careful and intentional use of advising strategies that are appropriate for the learner's learning trajectory. Their trajectory consists of four stages, each representing the depth of reflection on learning (Table 2). The first stage is the "Getting Started" stage, characterized by learners who are not yet fully aware of their learning process and language learning needs. The second stage is the "Going Deeper" stage where the learners can reflect deeply with assistance and question their existing values. The third stage, "Becoming Aware" is when one is able to reflect on one's own learning process, gain

more confidence in one's learning, and link awareness to action. The fourth stage, "Transformation" is the stage where they are able to take control of their own learning.

For example, when using J-POSTL or aiming to promote reflection from the second phase (reflection on actions) to the third phase (awareness of essential aspects) of the ALACT model, it may be effective to use other strategies and tools, in addition to the "eight questions" mentioned (see 2.2), to deepen the learner's reflection (learning trajectory) from the "Going Deeper" to the "Becoming Aware" stage. Specifically, the strategies used in the "Going Deeper" stage in Table 2, such as powerful questions and "what if" questions, as well as a journal as a tool, can be effective. According to Kato and Minard (2022), the goal of powerful questions, such as "why," "how," "what," "who," "when," "where," and "yes/no questions", is to "ask the right questions at the right moment to invite and challenge the learner to reflect at a deeper level"(p.110). In addition, powerful questions "are used to encourage learners to gain a deeper insight or a look at future possibilities"(p.110).

Table 2

The Learning Trajectory for Learners adapted from Kato and Minard (2022)

The learning trajectory	Learners characterized by	Focus areas in advising sessions	Advising tools
【Getting Started】 Setting the scene	Being largely unaware of their learning processes.	・Making goals ・Taking action ・Recording progress	・Learning plan, diaries
【Going Deeper】 Moving toward a turning point	Starting to become more aware of learning processes and reasons for struggles.	・Promoting deeper thinking by using "powerful" and "what-if" questions ・Challenging existing values	・Reflective journal (written/oral) ・Goal-setting pyramid
【Becoming Aware】 The "aha" moment in advising	Being about to reflect on their own learning processes and feeling more confident about their learning.	・Experiencing the "aha" moment ・Building on strengths ・Translating awareness into action	・Time management tools ・Self-diagnostic tools ・Learning log ・Task calendar
【Transformation】 Starting to "self-advise"	Being largely aware of their learning processes.	・Introducing the concept of self-advising ・Reflecting on your "best self" ・Looking back- and to the future	・Time management tools ・Self-diagnostic tools ・Learning log ・Task calendar

"What-if" questions have three benefits: first, asking about something that has not yet happened can help learners think from a broader perspective; second, answering this question can help learners identify the real problem; and third, challenging current assumptions can help them rethink their current thinking. We believe that advisors should be aware of the appropriate use of these questions according to students' stages of reflection, which can promote students' reflection.

2.5 What is Deep Reflection: the Importance of the Third Phase

What is deep reflection? If we look at the learning trajectory (depth of reflection) in Table 2, we can say that deep reflection occurs after the third stage, "Becoming Aware." In the third stage, the learners were able to reflect on their own learning processes and link their awareness to actions. In other words, this is the third stage of the ALACT model, in which the unconscious becomes conscious and can be verbalized. Furthermore, Korthagen and Vasalos (2005) state that this is because if teachers unconsciously come up with short-sighted solutions to the problems they experience, their strategies (solutions) will eventually become fixed, they will lose the habit of examining these strategies, and eventually stop analyzing the problems they have tried to deal with. This tendency can also be observed in the students' reflections on microteaching. For example, I often see student teachers coming to me for advice immediately after teaching in an English Teaching Methods II class. Students raised in an educational culture unfamiliar with the concept of reflection may end up formally reflecting in microteaching. If so, they are missing the third phase, "awareness of essential aspects," that Korthagen describes as important. Sakata et al. (2019) describe the "essential aspect" as the nature of things behind the discomfort one feels when confronted with the discrepancy between one's inner self and actions triggered by practical experiences. Kiyota (2017) notes that "reflection is the act of thinking about the process and meaning of changes in one's own learning"(p.45) and that noticing "gaps" in one's everyday awareness of changes in learning provides a new perspective. Such introspective reflection on changes in one's learning "plays a major role in improving teaching skills and the quality of learning, and in becoming an autonomous teacher" (Yoshizumi, 2018, p.27), and this third stage, "awareness of essential aspects," is important for the development of teachers who continue to grow. Therefore, in this paper, we define "deep reflection" as this third phase (awareness of essential aspects), and define it as awareness of the essential aspects and of a new perspective by challenging the existing values triggered by the practical experience. This study analyzes the depth of students' reflection in microteaching by applying the five phases of the ALACT model to clarify the actual state of their reflection and the factors that deepen their reflection, and discusses teaching methods to promote deep reflection using the above-mentioned J-POSTL and other reflection tools.

3. Purpose of the Study

Using J-POSTL, this study examines the extent to which pre-service student teachers reflect on their own microteaching practices. In addition, it discusses how J-POSTL and the ALACT model can be used in English teacher training courses to promote deeper reflection.

3.1 Research Questions

The research questions of this study are as follows:

RQ1: How does utilizing J-POSTL affect pre-service student teachers' reflections on microteaching?

RQ2. Are student teachers aware of essential aspects and of a new perspectives by challenging the existing values triggered by microteaching?

RQ3. What are some of the ways in which reflection tools can be used to raise awareness of essential aspects and encourage deep reflection?

4. Methods

4.1 Setting

4.1.1 Course descriptions. This study was conducted in the course "English Teaching Methods II" (fall semester, 2 credits), which is a required course for student teachers aiming to obtain a license to teach English in junior and senior high schools. Most of them are sophomores and the course took place from September 2021 to January 2022. Its objective is to improve student teachers' teaching skills by repeatedly encouraging them to reflect on the teaching skills required of English teachers and the basic knowledge and skills that support these skills through microteaching practices and to improve their self-evaluation and self-reflection skills to improve their teaching. Microteaching has two focuses: (1) the oral introduction of new grammatical items and drill activities to enable teachers to realize that grammar affects learners' oral and written performance, and facilitating their learning through meaningful contexts by providing a variety of language activities while adapting English to learners' stages of learning; and (2) the oral introduction of new materials at the pre-reading stage of the lesson by relating it to the knowledge and familiar events that learners have and by motivating them to engage with the subject matter of the unit. In the fifteen lessons, peer teaching was conducted in small groups of three to four students in the 7th lesson (oral introduction of a new grammar item), the 9th lesson (drill activity), and the 11th lesson (oral introduction of new material at the pre-reading stage of the lesson). Additionally, in the 13th or 14th lesson, microteaching was conducted where 15 minutes of the lesson plan was presented to the whole class.

4.1.2 Use of the J-POSTL in teacher education. In order to help the student teachers acquire the perspectives necessary to improve their teaching, the J-POSTL self-assessment descriptors related to the peer teaching and microteaching mentioned above were utilized. Out of 96 J-POSTL self-assessment descriptors, 21 items were selected that were relevant to the aims and content of the course, as well as those of the microteaching practice and three small-group peer teaching sessions: (1) oral introduction of a new grammar item, (2) a drill activity, and (3) oral introduction of new material. The categories and self-assessment descriptors for each of these 21 items are shown in Table 4. Immediately after the end of each practice, a critique was made when peer student teachers gave feedback to the microteaching demonstrator and pointed out what was good and what could be improved in individual teaching. Due to time constraints, peer student teachers and student assistants (SAs) submitted comments on peer evaluation using Google Forms. The next day, the comments were compiled and uploaded to each demonstrator's Google Drive folder along with the supervisor's comments. Student teachers who conducted peer teaching or microteaching critically observed their video-recorded practices using the J-POSTL self-assessment descriptors. The student teachers then wrote a "reflection report" based on the comments from other peer student teachers and the immediate feedback. In addition, after microteaching, the student teachers wrote a "reflection paper" in which they reflected on the improvement of their teaching skills and future issues based on their three peer-teaching experiences and their self-evaluations of the J-POSTL descriptors. During the final class, the student teachers engaged in a discussion, interacting with each other to interpret or improve their teaching competencies. They highlighted some self-assessment descriptors that they found challenging or could not understand well.

4.2 Participants

The participants of this study were 26 students who enrolled in the course of "English Teaching Methods II" taught by the author. Two students who withdrew from the course in the middle of the semester and three who took the course online were excluded. The purpose of the study was explained to the participants in the classroom and all provided their informed consent to participate. To preserve privacy, the participants have not been named.

4.3 Data and Data Analysis

The data for the study consisted of the self-evaluation scores of the 21 selected self-assessment descriptors from the J-POSTL and a reflection paper on their overall reflection during the course. The self-evaluation data were based on the participants' scores on a five-point scale of 21 J-POSTL self-assessment descriptors at four points after the peer teaching sessions and microteaching (see Table 4). In addition, qualitative data from "a reflection paper" was used for this study. The student teachers were asked to reflect on

their learning from the course and their microteaching practices, taking into account their self-assessment scores and changes using J-POSTL. Eighteen students were included in the study, excluding five students who were unable to participate due to illness or other reasons in all four practices, which were the subject of the study.

To provide an overview of the overall growth of the students' self-assessment descriptors, the mean scores and standard deviations of each self-assessment descriptor from the first to fourth sessions were calculated, and their characteristics were analyzed. Next, to analyze whether the students were able to describe their own behavior in terms of the growth of their teaching skills and challenges through the use of the J-POSTL self-assessment descriptors when reflecting on their microteaching practices, I read the reflective papers in detail, fragmented the text into segments, and the 21 self-assessment descriptors were used as codes for text analysis. The fragments were categorized according to the corresponding self-assessment descriptors. Some time had passed since the initial classification of the self-assessment statements, and the self-assessment statements were reviewed again as data and codes to confirm the appropriateness of the classification (RQ1). In addition, to determine whether student teachers were able to "reflect deeply" on a reflection paper, each student teacher's paper was examined in detail; the texts were dissected into fragments, and the five phases of the ALACT model in Table 3 were used as codes for text analysis. After some time elapsed since the initial classification process, the appropriateness of the text fragmentation and classification into phases was reviewed to confirm the appropriateness of the classification (RQ2).

Table 3

Text Analysis Code: 5 Phases of the ALACT Model

Phases	Codes
Phase 1 (Action)	The teacher students conducted peer teaching or microteaching.
Phase 2 (Looking back on the action)	In response to the situation that occurred in microteaching practices, the teacher students reflected on their own microteaching, such as what they were thinking at the time, how they felt, and how their actions affected the students.
Phase 3 (Awareness of essential aspects)	There is an awareness of the real issues and of a new perspective by challenging the existing values triggered by microteaching.
Stage 4 (Creating alternative methods of action)	The teacher students reflected on the microteaching and suggested other new ideas.
Phase 5 (Action)	The teacher students implemented the proposal considered in Phase 4.

5. Results and Discussions

5.1 How does utilizing J-POSTL affect student teachers' reflection on microteaching (RQ1)?

5.1.1 Changes in the average scores of self-assessment and standard deviation for four practices. Table 4 shows the means and standard deviations for participants' self-evaluation scores of each self-assessment descriptor of J-POSTL for (1) oral introduction of a new grammar item, (2) drill activity, (3) oral introduction of new materials, and (4) microteaching.

The overall mean for (1) was 3.40. The highest score was 3.86 for V-D-2, "I can manage and use resources (flashcards, charts, pictures, audio-visual aids, etc.) effectively," and none exceeded 4.0. Meanwhile, the lowest self-assessment scores were IV-B-4, "I can accurately estimate the time needed for specific topics and activities and plan work accordingly," with a mean of 2.93, and V-A-3, "I can time and change classroom activities to reflect individual learners' attention spans," and V-A-3, which were statements about time allocation. Looking at the standard deviations, one-third of the descriptors showed remarkable variation in the respondents' self-assessments. The mean of the total self-evaluation score decreased once in the self-evaluation of (3); however, the mean of the self-evaluation score after microteaching (4) was 3.98, the highest among the four self-evaluation scores. The highest score was 4.36 for IV-C-2, "I can plan for learner presentations and learner interaction," and 11 of the 21 self-assessment descriptors had scores above 4. The lowest score was 3.37 for II-G-1, "1. I can evaluate and select a variety of activities that awaken learners' interest and help them develop their knowledge and understanding of their own and the target language culture." The standard deviation of the self-assessment descriptors was 3.37 and showed that, although there was some variation in the descriptors related to grammar instruction, the overall variation in the self-assessments was less than that of the other descriptors.

The results of the survey showed that the average self-assessment scores for each of the descriptors for (3) were lower than the average self-assessment scores for (1) and (2). However, by the fourth survey, the average self-assessment scores for all descriptors had increased the most.

Table 4
Self-Assessment Descriptors and the Average and Standard Deviations After 3 Peer-teaching Sessions and One Microteaching (N=18)

	Self-Assessment Descriptors	Mean				SD			
		(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
	II Methodology								
E	2. I can recognize that grammar affects learners' oral and written performance and help them to learn it through meaningful contexts by providing a variety of language activities.	3.57	3.81	3.44	3.93	0.76	0.66	0.86	1.03
G	1. I can evaluate and select a variety of activities that awaken learners' interest in and help them to develop	3.00	3.00	3.56	3.37	0.78	0.52	1.12	0.90

		their knowledge and understanding of their own and the target language culture.								
		IV Lesson Planning								
A	1. I can set learning objectives that take into account learners' needs and interests in line with the Course of Study.		3.50	3.44	3.38	4.07	0.94	0.89	0.99	1.03
	3. I can set objectives that challenge learners to reach their full potential.		3.21	3.63	2.94	3.86	0.58	0.50	0.83	0.91
	4. I can set objectives that take into account the differing levels of ability and special educational needs of the learners.		3.14	3.63	3.19	3.84	0.77	0.62	0.81	0.86
B	3. I can plan activities that link grammar and vocabulary with communication.		3.57	4.00	3.62	4.16	0.85	0.82	0.78	1.10
	4. I can accurately estimate the time needed for specific topics and activities and plan work accordingly.		2.93	3.44	4.00	3.80	1.14	1.26	1.00	0.90
	5. I can design activities to make the learners aware of and build on their existing knowledge.		3.64	4.13	4.00	4.07	0.74	0.72	0.87	0.73
	6. I can vary and balance activities to enhance and sustain the learners' motivation and interest.		3.71	3.75	3.56	4.16	0.91	0.77	0.70	0.66
C	1. I can select from and plan a variety of organizational formats (teacher-centered, individual, pair, and group work) as appropriate.		3.36	3.88	3.56	4.00	1.01	1.02	1.06	0.85
	2. I can plan for learner presentations and learner interaction.		3.50	3.88	3.88	**4.36**	1.09	0.96	0.86	0.81
	3. I can plan when and how to use the target language, including the metalanguage I may need in the classroom.		3.50	3.75	3.69	4.02	1.01	0.93	1.04	0.85
		V Conducting a Lesson								
A	1. I can start a lesson in an engaging way.		3.64	3.19	3.31	3.86	**1.15**	**1.11**	**0.98**	**0.64**
	2. I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.		3.21	3.25	3.44	3.93	0.97	1.00	0.79	0.96
	3. I can time and change classroom activities to reflect individual learners' attention spans.		2.93	3.44	3.69	3.79	0.99	0.89	0.85	1.01
	5. I can adjust my time schedule when unforeseen situations occur.		3.21	3.25	3.31	3.71	1.05	1.06	0.98	0.80
B	1. I can relate what I teach to learners' knowledge, current events in the local context, and the culture of		3.43	3.44	3.56	3.93	0.85	0.89	0.93	0.80

	those who speak it.								
D	1. I can create opportunities for and manage individual, partner, group, and whole class work.	3.07	3.50	3.44	4.21	0.91	1.21	0.93	0.77
	2. I can manage and use resources (flashcards, charts, pictures, audio-visual aids, etc.) effectively.	**3.86**	**4.13**	**4.19**	4.21	0.94	0.81	0.95	0.86
E	1. I can conduct a lesson in the target language, and if necessary, use Japanese effectively.	3.71	3.88	3.69	4.07	1.13	1.09	1.10	1.03
	2. I can analyze learners' errors and provide constructive feedback to them.	3.79	4.00	3.62	4.21	0.97	0.63	0.86	0.86

5.1.2 Self-assessment descriptors mentioned in reflection papers. The total number of times these 18 students mentioned self-assessment descriptors was 51; 14 of the 21 descriptors were mentioned in their reflection papers. Table 5 lists the eight self-assessment descriptors that received four or more mentions in the reflection papers.

Table 5

Self-Assessment Descriptors and their Number of Occurrences in the Reflection Paper (4 or more)

Category	Subcategory	Self-Assessment Descriptors	Time
II Methodology	G. Culture	1. I can evaluate and select a variety of activities that awaken learners' interest in and help them to develop their knowledge and understanding of their own and the target language culture.	4
IV Lesson Planning	B. Lesson Content	6. I can vary and balance activities to enhance and sustain the learners' motivation and interest.	5
	C. Lesson Organization	1. I can select from and plan a variety of organizational formats (teacher-centered, individual, pair, and group work) as appropriate.	5
V Conducting a Lesson	A. Using Lesson Plans	**1. I can start a lesson in an engaging way.**	**7**
		5. I can adjust my time schedule when unforeseen situations occur.	5
	D. Classroom Management	1. I can create opportunities for and manage individual, partner, group and whole class work.	5
		2. I can manage and use resources (flashcards, charts, pictures, audio-visual aids, etc.) effectively.	5
	E. Classroom Language	**1. I can conduct a lesson in the target language, and if necessary, use Japanese effectively.**	**7**

The most frequently mentioned descriptor was V. Conducting Lessons. A-1, "I can start a lesson in an engaging way," and E-1, "I can conduct a lesson in the target language, and if necessary, use Japanese effectively," were each selected 7 times. Looking at the mean and standard deviation (Table 4) of these two self-assessment descriptors, the mean

of A-1 dropped at (2), the evaluation score rose at once at (4), and the standard deviation showed less variation. In the reflection papers, it was also clear that the teacher students reflected on their past practices and experienced growth. In contrast, the mean of E-1 did not change significantly, but the standard deviation remained large, indicating that the self-assessment varied until the end. In Student D's reflection paper, which is discussed later, it was evident that students were thinking about how to interpret the abstract terms, such as "as needed" and "effective" and reflecting on their own repeated trial-and-error efforts.

5.1.3 Growth in Self-Assessment Scores for Self-Assessment Statements Mentioned in the Reflection Paper. The average growth in self-assessment scores per descriptor between the first and fourth time for the 21 self-assessment descriptors selected was +0.57. Table 6 shows the growth range between the first and fourth numerical values of the self-assessment scores for each descriptor. The table includes the eight self-assessment descriptors mentioned more than four times in the reflection paper.

Table 6

Score Growth for Self-Assessment Descriptors with Four or More Mentioned in the Reflection Paper

Category	Subcategory	Self-Assessment Descriptors	Growth
II Methodology	G. Culture	1. I can evaluate and select a variety of activities that awaken learners' interest in and help them to develop their knowledge and understanding of their own and the target language culture.	+0.37
IV Lesson Planning	B. Lesson Content	6. I can vary and balance activities to enhance and sustain the learners' motivation and interest.	+0.44
	C. Lesson Organization	1. I can select from and plan a variety of organizational formats (teacher-centered, individual, pair, group work) as appropriate.	+0.64
V Conducting a Lesson	A. Using Lesson Plans	1. I can start a lesson in an engaging way.	+0.22
		5. I can adjust my time schedule when unforeseen situations occur.	+0.50
	D. Classroom Management	1. I can create opportunities for and manage individual, partner, group and whole class work.	+1.14
		2. I can manage and use resources (flashcards, charts, pictures, audio-visual aids, etc.) effectively.	+0.36
	E. Classroom Language	1. I can conduct a lesson in the target language, and if necessary, use Japanese effectively.	+0.35

In Table 6, the shaded descriptors IV C-1 (+0.6) and V D-1 (+1.14) are the self-assessment descriptors that student teachers identified as areas of improvement in their reflection papers; their values were relatively high compared with the average growth rate. The other five self-assessment descriptors were those that student teachers identified as

challenges to be improved, and their average growth rate was +0.44, which was relatively low compared with the average growth rate. In other words, the student teachers were aware of their own improvements and challenges in completing their self-assessments. This suggests that J-POSTL gives student teachers the opportunity to visualize their own growth and challenges, as pointed out in Yoshizumi's (2018) discussion.

5.2 Are student teachers aware of the essential aspects and of a new perspective by challenging the existing values triggered by microteaching? (RQ2)

I asked questions about the extent to which the students were able to reflect deeply on their practices. I also wondered if all students were able to reflect on their experiences in the same way. Next, the results of classifying students' depth of reflection into the five phases of the ALACT model were examined in this study.

Four of the 18 participants indicated that they were aware of the essential aspects (Table 7). For example, Student D was concerned about how to make her peer teacher students understand her instructions in English because she had received a lot of feedback in past peer teaching sessions that her speaking speed was too fast or that it might be difficult for junior high school students to understand (Phase 2). Accordingly, she felt that teachers needed to adjust their English skills according to their proficiency levels (Phase 3). However, because she did not know the actual level of English proficiency and comprehension of junior high school students, she decided to participate in a school internship program the following spring semester and apply this experience to her future teaching. Next, Student E wondered why he did not receive the response he wanted from the peer teachers during the drill activity (Phase 2). Student E then realized, "I assumed that my students would behave according to my expectations (Phase 3)." For the next two students, descriptions related to student teachers' beliefs (teacher brief) and past learning experiences were found, and student teachers' own behaviors and thoughts about the situation, as well as their feelings and needs, were noted. Student J used too much Japanese and gave too many hints to the students after asking questions in microteaching (Phase 2). When this was pointed out by the peer student teachers, Student J reflected, "I wanted everyone to understand the lesson because I could not understand English at all when I was a student at school." However, he realized that by doing so, he reduced opportunities for students to actively participate in the lesson (Phase 3). Student K tried to create a good atmosphere in class by speaking pleasantly, but had problems with it. He also hesitated toward the teaching method of deepening students' understanding through questioning and consulted one of the Student Assistants (SA) in the class. Such moments of confusion in practice are referred to as "puzzles of practice" (Tamai et al., 2019, p. 73). However, as he observed the microteaching of peer student teachers, he realized that one-way teacher talk did not always seem to work. Finally, he was able to experience the joy and effectiveness of creating lessons for students through microteaching. It was a moment of understanding, as continuous reflection occurred, that maybe this was what it was all

about. Thus, in a community of peers, the student was able to continue shaking the teacher's brief, which is the criterion by which one judges oneself (Tamai et al., 2019, p. 73). This student was able to achieve Korthagen's fourth stage of "creating alternative methods of action" and the fifth stage of "trial."

Table 7

Example of Deep Reflection from Phase 2 to Phase 3

	Phase 2	Phase 3
	Looking back on the action	Awareness of essential aspects
Student D	I gave the instructions in English and then translated them into Japanese to ensure the peer student teachers understood during the microteaching. However, I wondered how to use Japanese effectively in an English classroom. I should know the English level of the eighth graders.	Through this microteaching, I realized that it is important to use English according to the students' levels of understanding, rather than giving instructions according to what I consider to be the students' English level. I have found that teachers need to adjust their English according to students' proficiency levels. To solve this issue, I have decided to participate in an internship at the school next semester.
Student E	I was wondering why I did not get the response I wanted from the peer teacher students during the drill activity during my microteaching.	I assumed that my students would behave according to my expectations. Therefore, my microteaching did not work.
Student J	Through microteaching, I used too much Japanese and gave too many hints to the peer teacher students when I asked them to answer questions.	I wanted everyone to understand the lesson because I could not understand English at all when I was a student at school. But I realized that by doing so, I was reducing the opportunities for students to actively participate in the lesson.
Student K	I created a good atmosphere in the class by speaking pleasantly, but I had problems with it. Meanwhile, I hesitated toward the teaching method of deepening students' understanding through questioning.	As I observed the microteaching of the peer student teachers, I realized that the one-way teacher talk did not always seem to work. I was able to experience the joy and effectiveness of creating lessons with students.

The reason why these four students were able to recognize the essential aspects of the third phase is that Student D was always aware of V-E-1 of J-POSTL, "I can conduct a lesson in the target language, and if necessary, use Japanese effectively." It is believed that the students' reflections deepened through repeated trial and error and dialogue with themselves during the four practice sessions. In the case of Students E and J, peer feedback allowed them to reflect on their actions, and they were able to deepen their reflections by asking themselves about the points raised. For Student K, repeated participation in and observation of other students' practices may have broadened his perspective and awareness through repeated opportunities to reflect on his own practice

compared to that of other students, leading to changes in his behavior. Kiyota (2017) notes that reflection is a "dialogue with oneself," and we believe that these four students were able to gain a new perspective by noticing "gaps" in their awareness and values and discussing them with themselves.

However, only four of the 18 students seemed to have reached the third phase of reflection, the most important reflection phase, from the second phase of the reflection model. The other students either remained in the second phase (8 students) or moved directly from the second phase to the fourth phase, "creating alternative methods of action" (6 students). Specific examples are listed in (Table 8).

Table 8

Example of Transition from Phase 2 to Phase 4

	Phase 2	Phase 4
	Looking back on the action	Creating alternative methods of action
Student A	I felt that there was too much teacher-taking time and too little opportunity for students to think and speak for themselves.	I believe that the lesson should include collaborative activities such as pair and group work to avoid teacher-centered teaching.
Student Q	I did not enjoy microteaching. Looking back on my classes as a student, I realized that it is not an exaggeration to say that the atmosphere of a class is determined by the teacher. Due to my lack of preparation for the class, I could not conduct the class in a confident and dignified manner, and as a result, the class was not lively.	I need to practice repeatedly before the microteaching. For example, I would videotape my lesson and watch it to improve, or ask a friend to play the role of a student so that I can practice with quality and build confidence.
	During my microteaching, one of the peer teacher students asked me to explain the use of the new grammatical item, but I was so surprised to be asked such a question that I could not answer very well.	I need to do more research on teaching materials so that I can be flexible in the classroom according to the students' comprehension

Student A reflected on the lack of student speaking time during the oral introduction of the new grammatical item and stated in her reflection paper that she felt she should have included collaborative activities such as pair and group work to avoid teacher-centered teaching as a solution to this problem. However, she did not explain her thought process as to why she came up with such a solution. This case shows that the reason for Student A's discomfort may be that she did not ask herself "why she felt that way, " or that her supervisor did not ask her questions to deepen her reflections. For example, if Student A had been asked powerful questions (see 2.4), such as 'What was the purpose of the activity?', "How did you want to do it?", and "Why did you feel that way?" It is possible that she confronted herself.

Student Q reflected that the ideal class would be one in which the teacher also felt that the class was "fun." Thus, she was shocked by the peer student teacher's feedback: "The student demonstrator did not seem to enjoy the class'." She seemed to confront her own feelings, but because she was unaware of essential aspects, such as where her feelings came from, she uncritically accepted other peer teacher students' comments, and her self-evaluation of microteaching on the reflection paper was low. One way to deepen students' reflections would be to give Student Q positive feedback and praise, emphasizing her strengths and focusing on what she was able to do. Her supervisor could have carefully asked her questions, such as why she did not seem to enjoy herself. These interventions encourage reflection. In addition, she reflected that one of the peer student teachers asked her to explain the use of the new grammatical item, but she was surprised when asked a question that she could not answer very well. As a solution to this problem, she mentioned that she should carefully analyze the material according to the students' proficiency levels, but she did not seem to have thought about fundamental questions such as "Why did the student ask such a question?" Therefore, it is necessary to practice deep reflection through dialogue with supervisors and peer teacher students so that they can learn to focus on one uncomfortable situation at a time and delve into it carefully.

5.3 What are some of the ways in which reflection tools can be used to raise awareness of essential aspects and encourage deep reflection? (RQ3)

How can we then approach student teachers looking for immediate solutions or looking back on the action to become aware of the essential aspects and reflect deeply on their experiences? In this section, we will discuss the use of reflection tools to move from the "shallow reflection process" (left side of Figure 2 below), in which the third phase is skipped, to the ideal reflection process (ALACT Model) shown in Figure 2 on the right.

Figure 2
Shallow Reflection Process (left) to ALACT Model (deep reflection process)

Shallow Reflection Process   ⇒   ALACT Model (Deep Reflection Process)
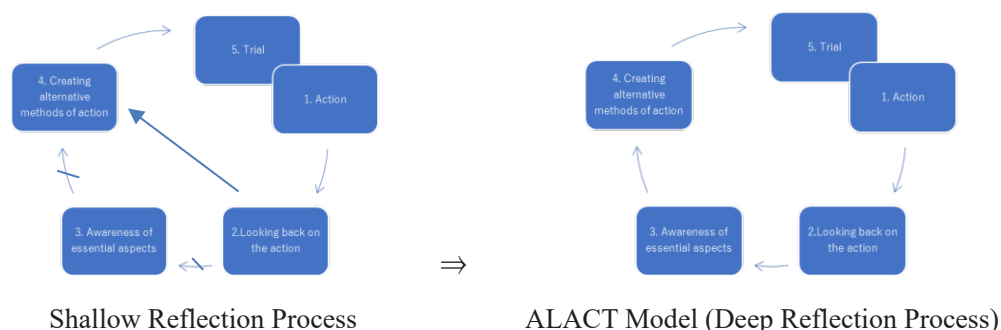
First, we explored clues for reflection methods by discussing factors that may have prompted reflection. The common thread in the reflections of the four students who were

able to reflect deeply was that they narrowed their focus to points in their practice that made them feel uncomfortable, and repeatedly asked questions with constant awareness. They also use self-assessment descriptors in J-POSTL to deepen their reflections. In addition, they reflected on their own practices and engaged in dialogue with themselves based on feedback from peer students and observations of their practices. In other words, the key to deep reflection is to encourage teacher students to engage in dialogue about the unknown "gaps" they notice in learning and to provide new perspectives. However, facing one's actions, thoughts, needs, and feelings alone is difficult, regardless of career stage (Tamai et al., 2019). Therefore, ideas to promote reflection include making student teachers aware of the meaning and importance of reflection, having supervisors support reflection as facilitators, and collaborating with peers who can share problems. Specifically, the following can be done to help teacher students focus on their sense of discomfort and create opportunities for dialogue. The following four steps were suggested using reflection tools:

Supervisors
1. help student teachers realize the importance of reflection acknowledged by student teachers (ALACT model).
2. present a perspective of reflection (J-POSTL),
3. encourage student teachers to be aware of "gaps" in their learning and guide them to focus on the essential aspects that need to make improvement in their teaching competence (J-POSTL and ALACT models), and
4. use advising strategies and tools to deepen student reflections.

In the first step, after explaining that reflection is important for developing into an autonomous teacher, we begin by helping students understand the meaning of each phase of the ALACT model. Next, when presenting the reflection perspective in the second step, the items of the J-POSTL self-evaluation descriptors will be useful for ongoing reflection as before, and as a tool to focus on the real issues in the third step, the "8 questions" in Table 2 suggested by Korthagen can be used. During the critique period, the "eight questions" could be preceded by the question "What was the context like?" to focus on the "gaps" in awareness they notice in microteaching. In addition, the repeated use of J-POSTL will make them aware of their own growth and challenges and give them a perspective on where to focus and reflect. Teaching students then ask themselves questions 1-8 and verbalize them to provide an opportunity to reflect deeply and concretely on their practice. In addition, the peer student teachers answer questions 5-8 as a collaborative reflection, and it may be possible to avoid being directive and judgmental by giving feedback on what they did, thought, and felt objectively rather than subjectively. Finally, supervisors could help student teachers become aware of essential aspects by making them aware of any discrepancies between the practitioners' responses

to questions 1–4 and the responses of peer teachers to questions 5–8 in Table 2.

Regarding the fourth step, "using advising strategies and tools to deepen student reflections," supervisors need to be aware of and understand the advising strategies. As noted by Tamai et al. (2019), to avoid inhibiting student teachers' dialogue with themselves, supervisors should avoid giving direct or definitive feedback, and they should always be aware of their role as facilitators to deepen and support reflections, as indicated in the section 2.4. These advising strategies include 14 strategies other than those shown in 2.4, and they share much in common with the advising methods proposed by Korthagen (2010) for mentor support in each phase of the ALACT model and the skills required of mentors proposed in Tamai et al.'s reflective practice. Table 9 classifies (1) supports in each phase of the ALACT model, (2) advising strategies, and (3) mentoring techniques into phases of the ALACT model. Mentors should be aware of these issues and be able to use them appropriately for each phase of reflection, which will also encourage further introspection by teacher students. Thus, the effectiveness of J-POSTL can be maximized using J-POSTL and other reflection tools.

Table 9

Advising Skills Required of Supervisors

(1) Supports in each phase of the ALACT model	(2) Advising strategies	(3) Mentoring techniques
【Phase 2】	These four strategies are important for communicating understanding and empathy to a learner. A. Repeating, B. Mirroring C. Restating, D. Summarizing	1. Techniques for establishing and maintaining relaxed and trusting relationships
【Phase 2】 ・Acceptance, Empathy, Sincerity, and Concreteness 【All Phases】 ・Emphasize and utilize strengths	These strategies focus on the affective domain. E. Giving positive feedback, F. Empathy, G. Complimenting	Listening Skills: Empathize, but withhold criticism and opinions, and provide feedback so that the practitioner can describe what happened from multiple perspectives.
【Phase 3】 ・Generalizing	This strategy is used when a learner is encouraged to take a step back and see the bigger picture. H. Metaview/linking	3. Feedback techniques: non-directive, non-judgmental 【Description Phase】 Help the practitioner elaborate on his/her description and confirm understanding by exploring what the key points are.
【Phase 3】 ・use the here-and-now process ・become more self-aware.	These strategies can be effective at triggering major leaps in awareness and/or action.	3. Feedback techniques: non-directive, non-judgmental 【Analysis Phase】

	J. Using powerful questions, K. Intuiting	Facts and meanings are repeatedly examined through confirmation and questioning. This process generates understandings that have never occurred to the practitioner before.
【Phase 3】 ・Confronting	This strategy is used to allow inconsistencies to be discussed and it does not need to be confrontational in the true sense of the word. M. Confronting	
【All Phases】 ・Silence	Using silence as a strategy will help the learner get into a deep reflective process and possibly come up with new ideas. P. Silence	

6. Conclusion

This study investigated how deeply student teachers reflected on microteaching using J-POSTL by analyzing their reflection papers. To determine the depth of reflection, this study analyzed whether students were able to reflect on the third stage of the ALACT model (awareness of essential aspects). The results showed that only approximately 22% of the students were aware of real issues in their practice. Another characteristic of their reflections is that they are always aware of the context in which they feel a "gap" in their practice, and they repeatedly engage in dialogue with themselves about it. Based on this finding, the study suggests utilizing J-POSTL and other reflection tools to encourage student teachers' reflection.

In addition to the proposed reflection tools, I plan to implement their efficient and effective use of LMS (Learning Management System) to share the reflections of peer teachers and promote collaborative reflection. This study provides an opportunity to reflect on the author's own advising methods, including how to provide feedback to her student teachers and the teaching content. I hope to apply the knowledge gained from this study in my future teaching.

Notes

This manuscript was originally published in Japanese in *Language Teacher Education*, Vol.10, No.1.

References

Dewy, D. (1933). *How we think*. D.C. Heath & Co Publishers.

Hori, S. (2016). Review of the theoretical background of reflection as a philosophical concept: toward developing a more meaningful paradigm in Japanese foreign language education. *Language Teacher Education, 3(2)*, 47-52.

Hoshi, Y. (2021). ALACT model ni motozuku jyugyou kamoku wo toushita kyouiku-jissyuu go gakusei e no eikyo [The effect on pre-service students after teaching practicum through the teaching course based on the ALACT Model]. *Japan Bulletin of Educators for Human Development, 24(1)*, 11-20.

JACET SIG on English Language Education. (2014). *Japanese portfolio for student teachers of languages for pre-service English teacher education*. http://www.waseda.jp/associ-jacetenedu/PreServiceVersionJPOSTL.pdf.

Kamijo, H. (2012). Kyoshi kyouiku ni okeru reflection yousei no gutaiteki gihou no kaihatu kenkyuu ―F. Korthagen no "Reflection Model" wo chuushin ni [Research on the development of specific techniques to promote reflection in teacher education―Focusing on F. Korthagen's "Reflection Model]. *Journal of Tohoku Fukushi University, 36*, 179-192.

Kato, S., & Minard, J. (2022). *Reflective dialogue: advising in language learning*, Routledge.

Kiyota, Y. (2015). The integrative usage of J-POSTL for pre-service English teachers in order to enhance reflection. *Language Teacher Education, 2*(2), 81-101.

Kiyota, Y. (2017). *The theory and practice of English learning portfolio: aiming to be an independent learner*. Kuroshio Publishing Co.

Kiyota, Y., Asaoka, C., & Takagi, A. (2020). *Usage of the "Japanese portfolio for student teachers of language for pre-service English teacher education (J-POSTL)" in English teacher education*. JACET SIG on English Language Education.

Korthagen, F. (1985). Reflective teaching and preservice teacher education in the Netherlands. *Journal of Teacher Education, 9 (3)*, 317-326.

Korthagen, F. (2015). Keynote speech in Germany on core reflection. Video of Fred Korthagen giving a keynote speech at the University of Cologne, Germany, 2015 https://korthagen.nl/en/focus-areas/core-reflection-multi-level-learning/

Korthagen, F. (2017). Inconvenient truths about teacher learning: towards professional development 3.0. *Teachers and Teaching: Theory and Practice, 23(4)*, 387-405.

Korthagen, F., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2010). *Linking practice and theory: The pedagogy of realistic teacher education*. Lawrence Erlbaum Associates. (N. Takeda, Y. Imaizumi, Y. Suzuki, & E. Yamabe, Trans.). (Original work published in 2001)

Korthagen, F., & Vasalos, A. (2005). Levels of reflection: core reflection as a means to enhance professional growth. *Teachers and Teaching: Theory and Practice*, *11*(1), 47-71.

MEXT. (2017). *The core curriculum for English language education*.

Nakayama, N., Yamaguchi, T., & Takagi, A. (2013). J-POSTL dai-ni keinen cyousa, *Eigo kyoushi no seicyo ni kakawaru wakugumi no sougouteki kennkyu* [J-POSTL 2nd longitudinal study, *A comprehensive study of the framework for English teachers' development*], Report of the 2012 Grant-in-Aid for Scientific Research (B) (Representative: Jimbo, N., Waseda University), pp. 73-93, JACET SIG on English Language Education.

Newby, D., Allan, R., Fenner, A., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European portfolio for student teachers of languages (EPOSTL)*. ECML/Council of Europe.

Sakata, T., Nakata, M., Murai, N., Yano, H., & Yamabe, E. (2019). *Reflection nyu-mon* [*Introduction to reflection*]. Gakubunsha.

Schön, D. A. (1983). *The Reflective practitioner: How professionals think in action*. Basic Books.

Sekihara, K., & Okazaki, H. (2021). Korthagen "8 tu no toi" wo katuyou shita jyugyou kaizen —chuugakkou eigo kyoushi no jyugyou jissenn wo tooshite [Improving teaching by using Korthagen's "Eight Questions" — Junior high school English teachers' classroom practices —], *Bulletin of the Faculty of Human Development, University of Toyama, 15(2)*, 143-157.

Takagi, A. (2015). Reflection in pre-service teacher education: using the *Japanese portfolio for student teachers of languages (J-POSTL)*. *Language Teacher Education, 2*(2), 59-80.

Takagi, A., & Nakayama, N. (2012). J-POSTL dai ichi keinen cyousa, *Eigo kyoushi no seicyou ni kakawaru wakugumi no sougouteki kenkyu* [J-POSTL the 1st longitudinal study, *A comprehensive study of the framework for English teachers' development*], 2011 Grant-in-Aid for Scientific Research (B) (Representative: Jimbo, N., Waseda University) Research Report (pp. 8-46), JACET SIG on English Language Education.

Takeda, N. (2015). Implementing the realistic approach to Japanese teacher education, *Journal of Musashi University Comprehensive Research Organization, 24*, 19-42.

Tamai, K., Watanabe, A., & Asaoka, C. (2019). *Rifurekutibu purakutisu nyumon* [*Introduction to reflective practice*], Hitsuji Shobo.

Yoshizumi, K. (2018). Investigating student teachers' reflection on microteaching using Japanese Portfolio for Student Teachers of Language, *Language Teacher Education, 5*(1), 1-21.

【Research Note】
Considerations on Rubric Assessments within High School Cross-Cultural Understanding Classes Using J-POSTL

Yoshio Hoso

Abstract

The purpose of the present study is to investigate best-use practices for rubric assessments for presentation tasks within high school cross-cultural understanding classes. Hoso and Kurihara (2022) used the Japanese Portfolio for Student Teachers of Languages and developed a rubric that included intercultural skills among its assessment perspectives. However, this rubric was problematic, as the assessment standard descriptors contained ambiguous language, and difficulties occurred when using it to assess student performance. Thus, for the present study, a literature survey was performed concerning rubric assessment standards that include intercultural skills. Then, based on the survey's results, a tentative model for rubric assessment was proposed. Thereafter, a comparison was made between the tentative model and the rubric used by Hoso and Kurihara (2022), and related considerations are presented herein.

Keywords
J-POSTL, cross-cultural understanding, rubric assessment

1. Introduction

1.1 "Cross-cultural Understanding" in the Curriculum Guidelines (Course of Study)

The following is stated about the academic subject "cross-cultural understanding" in the Course of Study for Upper Secondary School, issued by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2009): "This is a subject that, in the main, is to be established and presented as a specialized subject (Chapter 3)." The goal of this subject is stated as follows: "Via the English language, students are to deepen their understanding of circumstances in foreign countries and regarding other (different) cultures, together with cultivation of an attitude and fundamental skills for proactive communication with people who have a different culture." The section "Handling of Contents" says this: "As necessary, the circumstances and culture, etc., of Japan shall be taken up, and the students should be made to consider similarities and differences between these and circumstances and culture, etc., in foreign countries. Students shall deepen their understanding of their own country via cross-cultural understanding" (MEXT, 2009, p. 54). The MEXT thus encourages students to compare

the similarities and differences between Japanese and foreign cultures. Further, the new Course of Study (Foreign Languages) issued in 2018 includes among its goals the following contents regarding culture:

> Students shall deepen their understanding of the cultures underpinning foreign languages, and an attitude shall be cultivated such that students strive to communicate by proactively and autonomously using foreign languages, while also considering listeners, readers, speakers, and writers. (MEXT, 2018a, p. 163)

The above is one of the three stated goals. The aim is for students to achieve an understanding of cultures and to foster an attitude whereby they strive for communication via the proactive and autonomous (self-directed) use of foreign languages, all while "considering listeners, readers, speakers, and writers" (MEXT, 2018b, p. 17). That is, although the Course of Study (2018) touches on the importance of culture, it only goes as far as to state one means of doing so, namely, the cultivation of an attitude where students strive solely for communication. Further, neither the Course of Study (2009) nor the new Course of Study (Foreign Languages) (2018) contain any specific explanations or recommended teaching methods concerning the goals and contents of the "cross-cultural understanding" academic subject, nor do they offer any language usage examples and/or assessment methods.

1.2 J-POSTL

The Japanese Portfolio for Student Teachers of Languages (J-POSTL) (JACET SIG on English Language Education, 2014) can be used as a tool for "cross-cultural" teaching and assessment methods, precisely those items not presented within the Course of Study. J-POSTL is a tool that enables teachers to reflect on their own teaching practices for cross-cultural understanding. It is based on the European Portfolio for Student Teachers of Foreign Languages (EPOSTL) (Newby et al., 2007). EPOSTL is based on the foreign-language educational views presented in the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). It is a tool for growth and reflection developed for the foreign languages curricula in Europe. Both EPOSTL and J-POSTL clearly show what perspectives should be used when arranging activities that foster the intercultural skills of learners. Both are made up of eight self-assessment descriptors (SADs) (see Table 1) for culture that comprise a domain among teaching methods, similar to those for the four skills and grammar. The CEFR clearly states the following goals for "intercultural skills": "the ability to bring the culture of origin and the foreign culture into relation with each other" (p. 104); "the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture" (p. 105); and "the capacity to deal effectively with intercultural misunderstanding and conflict situations" (p. 105). Thus, the use of the J-POSTL SADs can be expected to guide teachers in setting their own

teaching goals for cross-cultural understanding, and to be an aid in their introspection. In other words, by presenting clear and well-defined teaching methods, SAD usage can help to unify and harmonize teaching and assessment.

Table 1

J-POSTL SADs on Culture in Methodology section

	J-POSTL SADs
1	I can structure activities that, via English learning, arouse in students an interest in and appreciation of their own culture, and the cultures of others.
2	I can structure activities (roleplaying, activities involving preset scenes, etc.) that help to enhance the social and cultural skills of learners.
3	I can structure activities that will promote and deepen an awareness of other cultures in learners.
4	I can select texts and activities that will cause learners to become aware of the relationships between culture and language.
5	I can provide learners with opportunities to use, outside of class, the Internet, email, etc., to investigate regions, populations, cultures, etc., in which English is used.
6	I can select various types of texts, educational materials, and/or activities that will foster an awareness in learners of the similarities and differences in social and cultural "behavioral norms."
7	I can select and arrange various types of texts, educational materials, and/or activities that will help learners to think about the concept of "otherness", and that will assist in fostering an understanding of differences in values.
8	I can select various types of texts, educational materials, and/or activities that will foster an awareness in learners of their own stereotypical ways of thinking, and that will enable them to change and revise said ways of thinking.

(Translated by the author)

1.2.1 Cross-cultural understanding using the culture-related SADs of J-POSTL: Practice cases. I searched but found almost no examples of practice cases of the use of the culture-related SADs of J-POSTL. However, Hoso and Kurihara (2022) did use J-POSTL culture-related SADS within cross-cultural understanding classes, including for presentation tasks performed at two high schools. The author was the person who led the classes (hereafter "the practitioner") performed self-reflection, and reported on the results. First, the practitioner used said SADs to reflect on his cross-cultural classes held at their

previous school. It became clear that the practitioner was not aware of the following four SADs when planning their classes: (1) enhancing the social and cultural skills of learners (SAD 2), (2) similarities and differences in social and cultural "behavioral norms" (SAD 6), (3) fostering an understanding of "Otherness" (SAD 7), and (4) fostering an awareness in learners of their stereotypical ways of thinking (SAD 8). What was especially striking was the practitioner's lack of awareness of the point stressed by MEXT (2009, p. 54) that "Students shall deepen their understanding of their own country via cross-cultural understanding" (SAD 6). At his current school, the practitioner, being aware of his neglect of SAD 6, incorporated the SAD's perspective in rubric assessment for presentations, and developed a rubric assessment table (see Appendix 1). Due to the revision of the rubric assessment table, the practitioner increased the opportunities for their students to link their own culture with other cultures, and to add depth to their considerations (Hoso & Kurihara, 2022). This means that the practitioner's use of the J-POSTL SADs on culture was linked with their own introspection on their cross-cultural understanding classes. As a result of their self-reflections, they were able to discover tasks and to successfully consider assessment methods not spelled out in the official Course of Study.

1.2.2 Performance evaluation of "cross-cultural understanding" using the J-POSTL SAD on "culture." The rubric evaluation table presented by Hoso and Kurihara (2022) includes the following four assessment criteria:

(1) Attention: Was the presenter able to draw in and engage listeners in their presentation?
(2) Delivery: How was the presenter's posture and delivery, including eye contact with listeners?
(3) Knowledge: Were all present able to acquire new knowledge about another culture or cultures? (SAD 1)
(4) Intercultural skills: Did the presentation enable all to make comparisons of similarities and differences in "behavioral norms"? (SAD 6)

Among the above four evaluation criteria, (3) corresponds to SAD 1 ("arouse in students an interest in and appreciation of culture"), and (4) corresponds to SAD 6 ("an awareness in learners of similarities and differences in social and cultural 'behavioral norms.'"). In cross-cultural situations, teachers are encouraged to evaluate learners' performance via direct observation (Deardorff, 2011). Thus, for Hoso and Kurihara (2022), who dealt with cross-cultural understanding classes, it was worthwhile to evaluate students' cultural abilities via presentation observation. One can thus use rubric assessments with clearly stated assessment criteria for evaluations of performance tasks, like presentations, which require an integration of multiple knowledge and skill types (Nishioka, 2016; Brookhart, 2013). Student performance skills cannot be rated using a

numerical scale; rather, rubric assessments with stated criteria (like SADs 1 and 6) are suitable for these kinds of evaluation. Nevertheless, one finds vague statements here and there throughout the rubric assessment table displayed herein. For example, in terms of item [2] Delivery, Eye contact, for the evaluations that distinguish between "Good" and "Satisfactory," one finds the use of undefined adjectives and adverbs, such as "numerous" and "occasional." When multiple people perform assessments, such abstract (undefined) terms can be interpreted differently by different assessors. In this way, an essential task is to investigate the kind of language that should be used to describe and enumerate the four evaluation criteria. For this reason, the purpose of the present study was to develop an assessment model based on the four assessment criteria used by Hoso and Kurihara (2022) that can be used when performing presentation tasks in cross-cultural understanding classes.

2. Purpose of the Present Study

The purpose of the present study was to perform a literature survey in order to improve the four assessment criteria that include intercultural skills, and, on the basis of the survey results, to propose an assessment method model and provide related considerations.

3. Survey Method

The following four items are the survey procedures for the present research:

(1) Perform a literature survey regarding rubric assessments and their problem points.
(2) To investigate rubric usage examples (cases) and their respective assessment criteria.
(3) Based on the survey results of 1. and 2. above, to create a new rubric assessment criteria model.
(4) To compare the model created in 3. above with the rubric evaluation criteria of Hoso and Kurihara (2022), make further investigations, present considerations of the revised characteristics, etc., and link all of this with further model revision.

4. Survey Results

4.1 What Are "Rubric Assessments"?

A rubric is used to break down a specific task into its component elements and provide detailed explanations of the specific level required to fulfill the assessment criteria for each of the component elements. A rubric can be used to evaluate a variety of tasks, including presentations. Basically, rubrics are composed of four basic parts (see Table 2).

Table 2

Basic rubric grid format (Stevens & Levi, 2013, p. 6)

	Title		
Task Description			
	Scale level 1	Scale level 2	Scale level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

In its simplest form, the rubric includes a task description (the assignment), a scale of some sort (levels of achievement, possibly in the form of grades), the dimensions of the assignment (a breakdown of the skills/knowledge involved in the assignment), and descriptions of what constitutes each level of performance (specific feedback) all set out on a grid (Stevens & Levi, 2013, pp. 5-6). The word or words (text) that specify (name) each evaluation criterion are called "descriptors" (Nishioka, 2003). A rubric is used to assess performance tasks that cannot be assessed using a numeric scale, and its strength is that it enables effective time usage when giving feedback, etc., to learners (Rucker & Thomson, 2003).

4.2 Problem Points in the Rubric Assessment Table, and Two Response Methods

One issue with rubrics is the so-called "boundary problem." In a number grade, this would involve determining the differences between a "4" and a "3"; an even more serious issue is determining the differences between a "1" and a "0" (Tamiya, 2014, p. 131). Piccardo, E., & North, B. (2019, p. 183) stated that rubrics are modulated on the basis of merely semantic distinctions made by alternating adverbials like 'consistently', 'usually', 'sometimes', 'occasionally'. Thus, when using simple adjectives and/or adverbs as descriptors for assessment criteria, said criteria become vague, and an appropriate assessment cannot be made. Therefore, to resolve a "boundary problem," ambiguous and vague language should be avoided in assessment criteria descriptors, and "observational terms" that clearly state ("embody for observation") what is assessed must be used. Fukuzawa (2005) explained that "observational terms" express things that can make a direct appeal to human senses, while "theoretical terms" are those that can be used only when the usage conditions are limited or restricted. These two types of term are explained below:

Observational term: A term whose contents appeals to the senses, about which a

direct determination can be made regarding its existence. The description (descriptor) is enough when it evokes only its related sensations. An observational term can be used when there is no need to go so far as to clearly state its conditions for actualization.

Theoretical term: A term for which its usage scope and conditions must be clearly stated. A term whose background is a theoretical constraint. A theoretical term cannot be used unless its conditions for actualization have been clearly stated. (Fukuzawa, 2005, p. 50)

As an example, let us consider a rubric with an assessment criterion as follows: "I was able to be aware of the similarities and differences in 'behavioral norms.'" Here, there are four theoretical terms, namely, "behavioral norms," "similarities," "differences," and "was aware of." Here, unless there is a clear statement of the usage scope, conditions, etc., of these terms, different users of the rubric can have different interpretations. The term "to be aware of" (be conscious of, take notice of, etc.) can be defined differently by different people. Thus, so long as the details of this "to be aware of" are not clearly defined, rubric users will not perform evaluations using the same definition. Here, then, to make the rubric assessment criterion crystal clear, it will be necessary to substitute an "observational term" for the logical term "to be aware of." For example, for the evaluation item "was aware of the problem points," one can substitute the observational term "was able to state one problem point." This clarification of the assessment criterion is clear because there is a clearly stated definition of the theoretical term. Such a substitution with an "observational term" thus means that the criterion can be used without defining the "theoretical term" ("to be aware of"), and the assessment criterion is no longer vague or ambiguous.

Another method of resolving a "boundary problem" is by using a "metarubric." The metarubric can be used when assessing the quality of a currently used rubric (Arter & McTighe, 2001, p. 45). Arter and McTighe showed how a metarubric can be used to state the characteristics of terms used in evaluation criteria when these terms are vague, or when they are not appropriate (Table 3).

Table 3

Metarubric: A Portion of Arter and McTighe (2001, p. 49)

• Terms are vague and can be interpreted in different ways. • Terms used in a rubric are undefined. • No example cases are shown for rubric criteria. • Since there is no unity of interpretation of the assessment criteria, teachers cannot come to an agreement about the assessment scale. • The assessment scale differs only in using terms like "extremely," "very," "some," "little," "none," or "completely."

(Translated by the author)

4.3 Example Rubric Usage and an Investigation into the Assessment Criteria for Said Rubrics

Saeki (2021) performed a survey study of university students (*n*=7) who studied abroad in an English-speaking country for approximately six months. Students were asked to perform self-assessments regarding changes in their intercultural understanding and adaptability before, during, and after their study abroad period. Then, a comparative verification was made of the assessment values. For the assessment method, reference was made of the Valid Assessment of Learning in Undergraduate Education rubric (Association of American Colleges and Universities, 2009), and of the contents of component elements made from the intercultural communication model proposed by Byram (1997). Saeki (2021) then created a new rubric accordingly (Table 4). There were six items stated as evaluation perspectives: (1) one's own culture (i.e., the culture of one's own country), (2) other cultures, (3) empathy, (4) communication abilities, (5) curiosity, and (6) tolerance.

The result of the comparative verification suggested that total self-assessment points increased from before the study abroad period to after it. One potential problem with the survey is the fact that there were practically no changes before and after the study abroad period in the evaluation perspective "curiosity." Saeki (2021) interpreted the reason for this issue as follows: "This is surely an expression of the difficulties students had of finding answers to questions and doubts that arose during their experiences." However, using the metarubric from Table 3 (Arter & McTighe, 2001), the present author found a new reason for this when considering the rubric of Table 4. For the assessment criterion "curiosity," one sees ambiguous expressions, including "clearly," "simple," and "vague." Thus, it may be that the students were unable to clearly interpret said assessment criterion, and were not able to interpret the "boundary line" between the assessment point classifications.

Table 4

Rubric Concerning Intercultural Understanding and Adaptability (Saeki, 2021)

		最終基準	中間基準		ベンチマーク	
		4	3	2	1	0
文化的知識	自文化 (自分が属する国の文化)	自分が属する国の文化や文化的ルール*について他文化に属する人々に全てを明確に説明することができる。	自分が属する国の文化や文化的ルールについて適切に認識し、他文化に属する人々に多くを説明することができる。	自分が属する国の文化や文化的ルールについて部分的に認識し、他文化に属する人々に自文化について一部でも説明することができる。	自分が触れている他文化が自文化と異なることは理解しており、それが何かを見分けることはできる。	自己の文化的ルールをほとんど認識しておらず、他者との文化的違いに触れることに抵抗がある。
	他文化	異なる文化及び文化的ルールについて多くをを得ることができており、それらを明確に説明することができる。	異なる文化及び文化的ルールについて多くの適切な知識を持っている。	異なる文化及び文化的ルールについて部分的な知識を持っている。	異なる文化及び文化的ルールについて表面的な知識しか持っていない。	異なる文化や文化的ルールに関して何も知識がない。
能力	共感	自己の文化との違いを認め、異なる文化に属する人々の気持ちを認識し、相手を支持するような行動や対応ができる。	自己の文化と異なる文化に属する人々の行動や価値観があることを認め、部分的にでも相手を支持するような行動や対応をすることができた。	他文化には自己の文化と異なる要素があることは認識しているが、異なる文化に属する人々に対して自文化に基づいて考え対応するよう努めた。	自己の文化を標準にして、異なる文化の人々の行動や価値観について考える。	全てを自己の文化に基づいて考え、異なる文化の人々の行動や価値観について理解をすることができていない。
	コミュニケーション能力	言語及び非言語コミュニケーションに関する文化的な違いについて理解しており、明確に述べることができる。また、その違いの認識に基づきうまく交渉して共通の理解を得ることができる。	言語及び非言語コミュニケーションに関する文化的な違いを認識し、その違いの認識に基づき共通の理解を得るために交渉しようとする。	言語及び非言語コミュニケーションに関する文化的な違いをいくつか認識している。また、その違いにより誤解が生じる場合があることも認識しているが、共通の理解を得るよう交渉することはできない。	言語及び非言語コミュニケーションに関する文化的な違いをほとんど認識していない。	言語及び非言語コミュニケーションに関する文化的な違いを全く認識していない。
姿勢	好奇心	異なる文化に関して深い疑問を持っており、それに対する答えを探求し、得た答えを明確に述べることができる。	異なる文化に関し、深い疑問を持っており、その答えを探求している。	異なる文化に関し、単純な、あるいは表面的な疑問を持っている。	異なる文化について学ぶことに興味を持っているが、漠然としている。	異なる文化について学ぶことに興味がない。
	寛容性	異なる文化を持つ人々と自発的に関わり、その関わりを発展させている。	異なる文化を持つ人々と自発的に関わり始め、その関わりを発展させようとしている。	全てではないが、ほとんどの異なる文化の人々との関わりを持つことを受け入れる。	異なる文化を持つ人々との関わりを受け入れることはするが、その判断に時間を要する。	異なる文化を持つ人々と関わることに抵抗がある。

*文化的知識の欄にある「文化及び文化的ルール」とは歴史、政治・経済、価値観、考え方、習慣的行動、コミュニケーション方法などである。

5. Creation of a Rubric Assessment Model

From the survey outlined above, the following two results were obtained:

(1) Metarubrics were used to assess the quality of the used rubrics.
(2) After the assessment of (1), when undefined terms or vague theoretical terms were used, said vagueness (ambiguity) could be resolved via the use of observational terms.

On the basis of the above-described metarubric perspective and the theory of the two descriptor types, "theoretical terms" and "observational terms," a provisional rubric assessment model was made (Table 5). This assessment table model is a provisional model, and its purpose is to state clearly ("make visible") the four assessment criteria.

Table 5

The Developed Rubric Assessment Model

TOPIC: How do people recover from *natural disasters?				

Natural disaster means "a sudden and terrible event in nature (such as a hurricane, tornado, or flood) that usually results in serious damage and many deaths."
(Source: *Merriam-Webster* online dictionary)

Criterion \ Rating	Excellent	Good	Satisfactory	Needs work
1. Attention		Grabbed the audience's attention at the start of a presentation, and the audience responded to you.	Grabbed the audience's attention at the start of a presentation, but the audience did not respond to you.	Did not grab the audience's attention at the start of a presentation.
2. Delivery	Looked down at your notes or memo for a maximum of 10% of the presentation time. Made eye contact.	Looked down at your notes and made eye contact for at least 30% of the presentation time.	Looked down at your notes and made eye contact for at least 50% of the presentation time.	Looked down at your notes and made eye contact once or twice OR made no eye contact with the audience.
2. Delivery	During the presentation, followed the FIVE points below: [1] Do stand straight. [2] Do not lean against a desk or table. [3] Do not cross your arms. [4] Do not touch your face or hair or put your hands in your pockets. [5] Keep your hands by your side or at waist level.	During the presentation, followed FOUR of the FIVE main points.	During the presentation, followed THREE of the FIVE main points.	During the presentation, followed fewer than THREE of the FIVE main points.
3. Reliability of data		• Provided piece of fact/evidence (taken from news, newspapers, books, research papers, and so on). • Cited references that you used during the presentation. (e.g., "According to…")	• Provided piece of fact/evidence (taken from news, newspapers, books, research papers, and so on). • Did not cite references that you used during the presentation.	• Did not provide any fact/evidence (taken from news, newspapers, books, research papers, and so on).
4. Intercultural Skills		• Analyzed the similarities **AND** differences between your own and other cultures in your provided data. • Identified and interpreted the information which was not discovered from the analysis of the similarities **AND** differences.	• Analyzed the similarities **OR** differences between your own and other cultures in your provided data. • Identified and interpreted the information which was not discovered from the analysis of the similarities **OR** differences.	• Did **NOT** analyze the similarities **AND** differences between your own and other cultures in your provided data. • Did **NOT** identify and interpret the information which was not discovered from the analysis of the similarities **AND** differences.
5. Reasoning based on fact			The data supported the conclusion.	The data did not support the conclusion.
6. Visual aid		Included the following THREE points: [1] Highlighted keywords. [2] Included the similarities, differences, and citations. [3] Used readable fonts.	Included TWO of the THREE main points	Included ONE or NONE of the THREE main points
Time	Within allotted time 4m00s ～	3m30s ～ 3m59s	3m00s ～ 3m29s	Shorter than 3m00s

6. Considerations: Comparisons with the Assessment Model Created by Hoso and Kurihara (2022)

Table 6 shows the problem points based on the metarubric of Chapter 5, in the rubric

assessment table of Hoso and Kurihara (2022). The table also shows improvements made to these problem points within the provisional model. Below, considerations are presented based on the four improved assessment criteria.

Table 6

Points to be improved with the Rubric Assessment Form by Hoso and Kurihara (2022), and Improved Points

Assessment perspectives	Points to be improved	Points improved in the provisional model
Attention	① There was usage of adjectives and adverbs such as "clearly," "easily," "comprehensible," etc. ② There was no definition of the "cue cards" assessment criterion.	① The use of adjectives and adverbs was avoided, and observational terms were used instead. ② To show the "cue cards" assessment criterion, sample cue cards were added.
Delivery	① There was usage of adjectives and adverbs such as "naturally," "numerous," "occasional," "almost," "some," "little," etc. ② There was no definition of "eye contact" and the "posture/attitude" assessment criteria.	① The use of adjectives and adverbs was avoided, and observational terms were used instead. ② To show the "cue cards" assessment criterion, sample cue cards were added.
Knowledge	① There was usage of adjectives and adverbs such as "easy," "relatively," "briefly," etc. ② There was no definition of the "facts" assessment criterion.	① The use of adjectives and adverbs was avoided, and observational terms were used instead. ② To show the "facts" assessment criterion, examples were added. Also, a "Reasoning based on facts" assessment perspective was added.
Intercultural Skills	① There was usage of the adverb "clearly." ② There was no definition of the "hidden meaning" assessment criterion.	① The use of adverbs was avoided, and observational terms were used instead. ② A clear definition was presented for the "hidden meaning" assessment criterion.

6.1 Attention

Two points became clear as the result of a consideration using the metarubric of the "Attention" assessment criterion of Hoso and Kurihara (2022).

(1) For discriminations within the assessment scale, only adjectives and adverbs such as "clearly," "easily," and "comprehensible" were used.
(2) There were no examples shown for the "cue cards" assessment criterion.

The provisional model avoided the use of vague (ambiguous) adjectives and adverbs, and clearly stated assessment criterion items, such as "Were questions asked of the listeners at the beginning of the presentation" and "Did the listeners respond to and answer said questions." Next, sample cue cards were added for the "cue cards" assessment criterion, and a new assessment perspective, "6. Visual aids," was added. Three concrete examples were incorporated to show the assessment criteria for the "Visual aids" assessment perspective.

6.2 Delivery

Two points became clear as a result of a consideration using the metarubric of the "Delivery" assessment criterion of Hoso and Kurihara (2022).

(1) For discriminations within the assessment scale, only adjectives and adverbs such as "naturally," "numerous," "occasional," "almost," "some," and "little" were used.
(2) There were no examples shown for the "eye contact" and "posture/attitude" assessment criteria.

In the descriptors for the assessment criterion of "eye contact" within the provisional model, there was no use of vague (ambiguous) adjectives and adverbs. Instead, objective verification was enabled via the statement of a percentage for how often the presenter looked down at their notes. Further, vague adjectives and adverbs were deleted from the descriptors. Also, five items were added to the assessment perspectives that showed concrete examples for appropriate "posture/attitude," thus making this a concrete assessment criterion.

6.3 Knowledge

Two points became clear as a result of a consideration using the metarubric of the "Knowledge" assessment criterion of Hoso and Kurihara (2022).

(1) For discriminations within the assessment scale, only adjectives and adverbs such as "easy," "relatively," and "briefly" were used.
(2) The contents were vague as to the term "facts" used within the descriptor, meaning

that multiple interpretations were possible.

First, adjectives and adverbs were deleted from the assessment criterion "facts" within the provisional model. Examples were presented to clarify the term "facts." As an example, "facts" were defined as information obtained from television news, newspapers, reference documents, research papers, etc. Further, to enhance the reliability of information deemed "facts," the method of citing "facts" was added to the assessment criterion. Also, an assessment perspective of "Reasoning based on facts" was added. The purpose of this was to evaluate whether the contents of the facts were related to the conclusions presented by the speaker (presenter).

6.4 Intercultural Skills

Two points became clear as a result of a consideration using the metarubric of the "Intercultural Skills" assessment criterion of Hoso and Kurihara (2022).

(1) For discriminations within the assessment scale, only the adverb "clearly" was used.
(2) The contents were vague regarding the term "hidden meaning," making multiple interpretations possible.

First, adverbs were deleted from the assessment criterion "Intercultural Skills" within the provisional model. Further, to clarify the contents of "hidden meaning," this term was defined as "information which was not discovered."

7. Future Prospects

In the present study, with a focus on rubric criteria within a rubric assessment table used in cross-cultural understanding classes, a provisional model was created. The following three points are presented as conclusions; these are based on prior survey results and model-related considerations. The first point is that we successfully created an assessment model that clearly states ("makes visible") the desired results for student presentation tasks within a cross-cultural understanding class. The second point is that, inasmuch as the rubric proposed within the present study is a provisional model, it can be used for actual presentation tasks that occur within cross-cultural understanding classes, and then, based on the results, revised versions of this model can be created. The third point is that this provisional model is based on the assessment axis of "observed phenomena that can actually be seen and assessed." In the future, it will be necessary to continue to quantitatively and qualitatively verify the extent to which presentation contents, considerations, proposals, etc., can be evaluated and assessed.

Notes

This manuscript was originally published in Japanese in *Language Teacher Education*, Vol.10, No.1.

References

Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Corwin Press.

Association of American Colleges and Universities. (2009). *Intercultural knowledge and competence VALUE rubric.*

Brookhart, S. M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. ASCD.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Multilingual Matters.

Council of Europe. (2001). *The common European framework of reference for languages: Learning, teaching, assessment.* Cambridge University Press.

Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research*, *149,* 65–79.

Fukuzawa, K. (2005). *Lessons in logical expression*. NHK Publishing.

Hoso, Y. (2020). Reflections on cross-cultural understanding classes (high school). In H. Jimbo (Supervising Ed.), K. Hisamura, A. Takagi, C. Asaoka, F. Kurihara, Y. Kiyota, & M. Daigo (Eds.), *Transforming English language classes using teacher self-assessment* (pp. 152–160). Taishukan Publishing.

Hoso, Y., & Kurihara, F. (2022). Improvement of English classes using J-POSTL: Reflections on two years of cross-cultural understanding classes. *Language Teacher Education, 9(1)*, 84–98.

JACET SIG on English Language Education (2014). *Japanese portfolio for student teachers of languages (J-POSTL)*.
http://www.waseda.jp/assoc-jacetenedu/FullVersionJPOSTL.pdf

Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2009). *Course of Study for Upper Secondary School, Commentary, Foreign Languages and English versions*. KAIRYUDO Publishing.

Ministry of Education Culture, Sports, Science and Technology (MEXT). (2018a). *Course of Study for Upper Secondary School).*
https://www.mext.go.jp/content/1407073_09_1_2.pdf

Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2018b). *Course of Study for Upper Secondary School, Commentary, Foreign Languages and English versions*. KAIRYUDO Publishing.

Newby, D., Allan, R., Fenner, A-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European Portfolio for Student Teachers of Languages (EPOSTL)*. Council of Europe Publishing.

Nishioka, K. (2003). *Portfolio assessment method for use in school subjects and integrated study: Towards the creation of a new assessment standard.* Toshobunka.

Nishioka, K. (2016). *Curriculum development for school subjects and integrated study: Methods of using portfolio assessment.* Toshobunka.

Piccardo, E., & North, B. (2019). *The action-oriented approach: A dynamic vision of language education* (Vol. 72). Multilingual Matters.

Rucker, M. L., & Thomson, S. (2003). Assessing student learning outcomes: An investigation of the relationship among feedback measures. *College Student Journal*, *37*(3)*,* 400–405.

Saeki, R. (2021). The potential of using rubrics for improving cross-cultural understanding and adjustment skills. *Kobe Kaisei Review, 59,* 23–32.

Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. Stylus Publishing, LLC.

Tamiya, K. (2014). The significance of rubrics, and their introduction and use. *Forum of the Center for Teaching and Learning, Teikyo University, 1,* 125–135.

Appendix

Appendix 1
Rubric assessment table (Hoso & Kurihara, 2022)

Presentation Assessment					
Topic:_____					
	Rating / Criterion	Excellent	Good	Satisfactory	Needs work
INDIVIDUAL	[1] Attention	• Proactively captured the interest of the audience from the start • Clearly offer ideas from the topic that uses easily comprehensible cue card	• Attempts to capture the audience's interest • Offers ideas of the topic by showing comprehensible cue card	• Some attempts to capture the audience's interest • The cue card is a bit wordy	• Not able to capture the attention of the audience • No cue card
	[2] Delivery	Made eye contact naturally during the presentation without the use of notes	Made eye contact numerous times during the presentation	Made occasional eye contact with the audience.	Made almost no eye contact with the audience
		Movements seem fluid and help the audience visualize the concept being presented	Made some movements or gestures which enhance understanding of the topic	Very little movement or descriptive gestures	No movement or descriptive gestures
GROUP	[3] New facts (Points①②) 【Knowledge】	• Provided TWO new facts regarding point ① and point ② • The contents are well explained and easy to understand.	• Provided TWO new facts regarding point ① and point ② • The contents are explained relatively well.	• Provided ONE new fact regarding point ① OR point ② • The content is explained briefly	Provided NO new fact regarding the points.
	[4] Own idea (Points③④) 【Intercultural Skills】	• Analyzed the similarities AND differences of point ③ and gave opinions clearly. • Identified or elicited different interpretations, hidden meaning, and established relationships of similarities and differences between them.	• Analyzed the similarities AND differences of point ③ and gave opinions . • Identified or elicited different interpretations, hidden meanings, and established relationships of similarities and differences between them.	• Analyzed the similarities OR differences of point ③ and gave opinions. • Identified or elicited different interpretations, hidden meanings, and established relationships of similarities OR differences between them.	Not able to analyze either the similarities OR the differences in point ③ and no opinions.
	Time	Within allotted time (5m45s～6m00s) Pair (＋ 3 minutes for Group)	5m30s～5m44s OR 6m01s～6m15s (± 3 minutes for Group)	5m15s～5m29s OR 6m16s～6m30s (± 3 minutes for Group)	Shorter than 5m14s OR Longer than 6m31s (± 3 minutes for Group)

【Editing Record】

Compiling an English Draft of
Self-assessment Descriptors of *J-POSTL Elementary*

Ken Hisamura

Abstract

This article describes the editing methods employed in producing the English translation of 167 Japanese descriptors in *J-POSTL Elementary*, a portfolio designed for primary school English instructors. The English translations were generated using the dialogue feature of ChatGPT, a conversational AI, based on the preliminary version (PV) of *J-POSTL Elementary*. The translations were determined through interactions with the author. The resulting English descriptors were classified into three categories based on the extent of modifications, additions, and rewrites using the *EPOSTL*, the original version of *J-POSTL Elementary*, and the PV as references. The editing methods for each category are explained using three to four examples. The objective is to provide supporting evidence that this English draft is appropriate and reliable.

1. Introduction

This article reports on the editing methods employed in creating an English draft of the self-assessment descriptors (SADs) in *J-POSTL for Elementary-school Teacher Education* (2021) (referred to as *J-POSTL Elementary* or *J-POSTL (E)*), developed by the JACET SIG on English Language Education (SIG on ELE). The aim of this report is to provide supporting evidence that this draft serves as a valid and reliable English translation of the SADs in *J-POSTL (E)*.

In the editing process of this study, three source documents were utilized, namely, the SAD section of *J-POSTL (E)*, the English original version of *EPOSTL* (*European Portfolio for Student teachers of Languages*) (Newby et al., 2007), and the English translation of the 167 SADs of the preliminary version (PV) developed during the developmental stage of *J-POSTL (E)* (Yamaguchi, Osada, Hisamura, & Benthien, 2019; pp. 54-61). These three sources formed the basis for the editing process, which was facilitated through the use of the conversational AI, ChatGPT. The utilization of these sources and a device can be summarized as follows:

SAD section of *J-POSTL (E)*: Consisting of 7 headings (I–VII), 31 sub-headings (A–G), and 167 Japanese self-assessment descriptors (SADs) (1–11), the entire section was considered for translation.

EPOSTL: Positioned as English language models, they served as references for incorporating a wide range of aspects, including sentence structures, expressions, and specialized terminology.

PV: Based on the English translation of the 167 SADs in this version, which were assumed to have been translated with reference to *EPOSTL*, a careful examination was conducted to ensure that each SAD appropriately conveyed the intended meaning in Japanese one.

ChatGPT: Used both as a translation tool and a consultant. The author exchanged ideas with ChatGPT about the appropriateness of the translation of the PV, the consistency with the Japanese sentence structure and wording, and the selection of appropriate words and phrases, etc. However, the final judgment was made by the author.

The motivation behind creating this English draft stems from hearing the demand for an English version of SADs since the initial release of *J-POSTL (E)*. It was observed that this demand may have been driven by the presence of assistant language teachers (ALT) who are less familiar with the Japanese language in primary schools. Consequently, it was deemed necessary to expedite the editing process of the English version and make it available for public access on the website.

2. Method

2.1 Procedure

As a general rule, while referring to *EPOSTL*, ChatGPT was consulted to determine the appropriateness of the translation of the PV as the English version of the Japanese SADs in *J-POSTL (E)*. In sequential order of the SAD numbers in the PV (1-167), the author engaged in discussions with ChatGPT to finalize the English draft of the SADs. As the deliberations progressed, it became evident that the determined SADs could be categorized into the following three categories:

***EPOSTL*-based**: The translation of PV was largely based on the SADs in *EPOSTL*, and there were instances where the translated SADs were either the same as or clearly similar to those in *EPOSTL*. Accordingly, a sub-category was set for these SADs, categorized as 'Quoted from *EPOSTL*' and 'Adapted from *EPOSTL*.'

PV-based: This category encompassed groups of SADs that were either the same as or clearly similar to the SADs in the PV. Similarly, sub-categories were designated as 'Quoted from PV' and 'Adapted from PV.'

Rewrites: Within this category, two sub-categories were established. One sub-category

included SADs that adhered to *EPOSTL* in the PV but underwent significant rewriting, with half or more of the words in the PV's SAD being rewritten. The sub-categories were named 'Rewritten SADs of *EPOSTL*' and 'Rewritten SADs of PV' respectively.

The classification of the SADs in the draft aims to facilitate the explanation of the compiling methods, which is the main theme of this article. It would be impractical to individually address each of the 167 SADs and explain the decision-making process for each SAD. By categorizing them and providing explanations using typical examples from each category, it is expected that the decision-making process for the remaining SADs can be inferred.

2.2 Utilization of ChatGPT and Determination of English SADs

2.2.1 *EPOSTL*-based. The SADs in *J-POSTL (E)* classified under this category are considered to be originally Japanese translations of those in *EPOSTL*. When translating them into Japanese, two variations can be observed: translations closely following the wording of the SADs in *EPOSTL* and translations that have been contextualized and revised with additional wording. Based on these variations, the SADs in this category were further divided into the two sub-categories.

   (1) Quoted from *EPOSTL*. This sub-category includes SADs in the PV that are either identical or differ only in replacing 'learner(s)' with 'child(ren)' compared to the wording in *EPOSTL*. As the content is self-evident, no examples are provided for this category.

   (2) Adapted from *EPOSTL*. This sub-category comprises SADs that clearly borrow from *EPOSTL* but undergo modifications such as changing certain terms, expressions, or wording, as well as the addition or deletion of necessary words or phrases to align with the Japanese language (Table 1).

Table 1

Examples of SADs Adapted from EPOSTL

SAD#	SADs from *EPOSTL*	Adapted SADs
I-A-1	I can understand the requirements set in <u>national and local curricula</u>.	I can understand the requirements set in <u>the Course of Study</u>.
II-G-2	I can evaluate and select activities which <u>enhance</u> the children's <u>cultural awareness</u>.	I can evaluate and select activities which <u>encourage and deepen</u> children's <u>awareness and understanding of culture</u>.
VII-B-5	I can present my assessment of a	I can present my assessment of a <u>child's</u>

	learner's performance and progress in the form of a descriptive evaluation, which is <u>transparent and comprehensible to the learner</u>, parents and others.	performance and progress in the form of a descriptive evaluation, which is <u>easy to understand for the child</u>, parents and others.

I-A-1 represents a typical case where the *EPOSTL* SAD is contextualized to Japanese education. II-G-2 underwent modifications through interaction with ChatGPT, changing 'enhance' to align with Japanese wording as 'encourage and deepen,' and further expressing a deep understanding by adding the term 'understanding.' VII-B-5 was adapted using clear and concise Japanese wording.

2.2.2 PV-based. The SADs in this category were extensively checked by ChatGPT for their accuracy as translation texts and naturalness in English. Additionally, if any additions, modifications, or deletions were deemed necessary, discussions took place between ChatGPT and the author. During this process, the two categories were established.

(1) Quoted from PV. These SADs were directly quoted without any changes, as both ChatGPT and the author agreed that the Japanese content and wording were accurately translated.

(2) Adapted from PV. Similar to the case of *EPOSTL*-based, this category includes SADs that clearly originated from PV (Table 3).

Table 2
Examples of SADs Adapted from PV

SAD#	SADs from PV	Adapted SADs
I-C-5	I can observe my <u>peers</u> and <u>offer</u> them constructive feedback.	I can observe my peer<u>'s lesson</u> and <u>provide</u> constructive feedback <u>on improvement areas</u>.
II-A-2-4	I can evaluate and select various activities to <u>raise child awareness of</u> stress, rhythm and intonation.	I can evaluate and select various <u>speaking</u> activities <u>to help children become aware of differences in</u> stress, rhythm, and intonation.
VI-E-2	I can <u>collect</u> learning resources <u>on the Internet for</u> children and share them with other teachers.	I can <u>gather</u> learning resources <u>accessible to</u> children and share them with other <u>educators</u>.

I-C-5: During the interaction with ChatGPT, it was agreed that the phrase 'peers' would be changed to 'peer's lesson' to create a more specific descriptor. Furthermore, the addition of 'on improvement areas' (alternatively 'on areas for improvement,' 'in areas for improvement,' or 'for improvement'), which was also present in the Japanese wording, became a more concrete descriptor.

II-A-2-4: In this case, ChatGPT suggested that the expression 'raise child awareness' sounded slightly unnatural and proposed changing it to 'help children become aware' for a more natural English expression. Additionally, the author's opinion to include 'differences in stress, rhythm, and intonation,' which was also present in the Japanese SAD, was accepted.

VI-E-2: The proposed modification by ChatGPT for this SAD was largely accepted. 'Gather' was considered more general and encompassing than 'collect' in terms of resource gathering. By removing 'on the Internet' in line with Japanese wording and modifying 'for children' to 'accessible to children,' the Japanese SAD was expressed more clearly.

2.1.3 Rewrites. Within the translations from the PV, there are some SADs that have been carefully devised to capture the gist of the Japanese SAD in a concise manner. ChatGPT generally determines these SADs to be 'natural and appropriate' in terms of English expression. However, to reflect the author's intention of incorporating the overall meaning and wording of the Japanese SAD as much as possible, significant rewriting was necessary for these PV translations. These rewritten SADs are also categorized into two.

(1) Rewritten SADs of *EPOSTL*. Among the PV SADs that directly quote the *EPOSTL* ones, there were quite a few instances where the original PV translations did not reflect the specific details expressed in the Japanese SAD, thus requiring extensive or complete rewriting (Table 4).

Table 4

Examples of rewritten SADs of EPOSTL

SAD#	SADs from *EPOSTL*	Rewritten SADs
I-C-9	I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.	I can appreciate and make use of the value of diversity in a class composed of children with various cultural backgrounds and learning experiences, such as foreign exchange children, children of foreign nationals, and children returning from abroad.
V-C-5	I can encourage learner's participation whenever possible.	I can encourage children's participation in planning, preparing,

		and proceeding a lesson whenever possible.
VI-D-1	I can plan and structure portfolio work.	I can design teaching plans for children to engage in portfolio work.

In Table 4, three examples are provided where initially, ChatGPT responded that the English translations of the *EPOSTL* SADs generally conveyed the meaning of the Japanese SAD. However, it was noted that the Japanese SAD contained specific details. For instance, in the case of I-C-9, the Japanese SAD mentioned specific examples of 'learners with diverse cultural backgrounds.' When the author proposed adding this detail to the translation, ChatGPT responded with, "The proposed translation is appropriate and accurately conveys the (Japanese) context." A similar situation occurred with V-C-5, where the author added specific scenes of 'children's participation' based on the Japanese SAD.

In the case of VI-D-1, the author adopted a rephrased English version that aligned with the specific wording in the Japanese SAD, such as 'plan and structure.' Towards the end of the interaction with ChatGPT, four alternative suggestions were provided, indicating that the choice could vary depending on the context. Such cases were quite common.

(2) Rewritten SADs of PV. Many of the descriptors in this category, belonging to the PV, did not sufficiently reflect the Japanese expressions of *J-POSTL (E)*. Some required addition and revisions in the modification relations of words/phrases/clauses and in vocabulary selection. As a result, they underwent significant or complete rewriting (Table 5).

Table 5
Examples of rewritten SADs of PV

SAD#	SAD from PV	Rewritten SADs
II-A-1-5	I can evaluate and select meaningful activities to help children develop interactive competences to initiate or respond to simple utterances.	I can evaluate and select meaningful interactional activities to help children to develop the ability to engage in brief exchanges, such as answering questions about themselves or asking about others.
II-B-4	I can evaluate and select familiar sentences for copying to help children become aware of word order.	I can evaluate and select activities which enable children to copy familiar expressions while paying attention to word order so that they can develop their writing skills.

II-D-1	I can use picture book storytelling strategies such as voice and actions to get children interested in the content and text.	I can set up read-along or story-telling activities using picture books to get children interested in English alphabets and their content.
VI-F-4	I can set aims and objectives for extra-curricular activities to enhance and support language learning (exchanges and international cooperation programs, etc.).	I can properly set aims and objectives for fieldwork, exchanges, and international cooperation programs, which encompass language learning experiences.

II-A-1-5 is an example where the wording was rewritten based on ChatGPT's advice. ChatGPT suggested using a more general expression instead of 'interactive competences,' which refers to a specialized term indicating a wide range of communication abilities that include short exchanges. Additionally, it was advised to use a more specific expression in line with the Japanese wording for 'initiate or respond to simple utterances.'

II-B-4 is an example where ChatGPT overlooked Japanese modifiers and wording that should be added. Initially, ChatGPT provided the revision: "I can design activities that help children improve their writing ability by copying familiar expressions while paying attention to word order." However, in Japanese, 'activity' is modified by 'to be able to copy familiar expressions while paying attention to word order.' Furthermore, the reason was not reflected in the translation. When the author proposed a revised version, ChatGPT praised it as a more accurate and natural translation that reflects the Japanese SAD.

II-D-1 involved a discussion about vocabulary selection. ChatGPT's judgment was uncertain, and it took a considerable amount of time to finalize the vocabulary and wording. For the PV descriptor 'picture book storytelling strategies as voice and actions,' when the author proposed 'read and listen activities using picture books,' ChatGPT acknowledged it as appropriate. However, when asked about the implication of 'read and listen,' the suggestion changed to 'read-along or listening activities using picture books.' Since there was resistance to 'listening activities,' the author proposed 'read-along or story-telling activities using picture books,' which was deemed suitable for accurately conveying the meaning.

VI-F-4 is an example where ChatGPT's responses changed multiple times. The initial proposed revision was: "I can accurately set aims and objectives for language learning opportunities, including extracurricular activities, exchanges, and international cooperation programs." The author questioned the suitability of 'extracurricular activities' and suggested using 'learning activities outside of the classroom' or 'fieldwork'. ChatGPT acknowledged the concern and proposed: "I can properly set aims and

objectives for language learning opportunities, including fieldwork, exchanges, and international cooperation programs, among others." However, the author insisted that the suggested sentence following 'objective for...' is inconsistent with the Japanese wording and should be changed to '...fieldwork, exchanges, and international cooperation programs which include language learning opportunities.' In response, ChatGPT provided a third revision, admitting the previous misunderstanding: "I can properly set aims and objectives for language learning opportunities, including fieldwork, exchanges, and international cooperation programs, which encompass language learning experiences." Yet, this sentence was deemed redundant and not concise. The author proposed: "I can properly set aims and objectives for fieldwork, exchanges, and international cooperation programs, which encompass language learning experiences." ChatGPT apologized, acknowledging that the suggested revision was clearer.

3. Result

The results of the interactions with ChatGPT to determine the English translation of all 167 SADs are presented in Table 6. The finalized drafts have been included in the appendix for reference. Please consult the appendix for the completed versions.

Table 6
Categorization of English draft of SADs of J-POSTL (E)

Category	SAD #
Quoted from *EPOSTL*	I-C-2; II-G-4; III-6,10; IV-A-3,4,6, B-1,3,7,9,10,11; V-A-3,6, C-1,3,4, D-3,4,5; VI-A-1,3,4, C-3,4,5,6, D-4,5, E-3, F-1; VII-A-2, B-3,7, C-1,2 (37)
Adapted from *EPOSTL*	I-A-1, C-3; II-G-1,5,7,8; III-2; IV-A-1-1, B-2,5,6,8, C-1; V-A-4, C-6, D-1; VI-A-2, F-2,3; VII-A-1,3, B-1,2,4,5, D-2,3,4,5, E-3 (30)
Quoted from PV	I-B-1,3, C-6; II-D-6,8,9, E-2, F-2, G-3,6; III-4,7; IV-B-4; V-A-5, D-2, E-1,2; VI-B-1; VII-D-1, F-1,2 (21)
Adapted from PV	I-A-2, B-2,4,5, C-1,4,5,7,8; II-A-1-1,2,3,6, A-2-1,2,4,5, B-1,2,3, C-1, D-2,3,4,10, F-1,4,5, G-1; III-3,9; IV-C-4,5; V-B-1, E-3,4; VI-E-1,2; VII-B-6, E-1,2 (41)
Rewritten *EPOSTL*	I-C-9; II-A-2-6, D-7; III-8,11; V-A-2 ,B-2, C-5; VI-C-1,2, D-1,2,3 (14)
Rewritten PV	I-A-3, D-1; II-A-1-4,5, A-2-3, B-4,5,6, C-2,3,4, D-1, E-1, F-3; III-1,5; IV-A-2,5, C-2,3; V-A-1, C-2, E-5; VI-F-4 (24)

(Subtotal)

4. Conclusion

This article was written as a reference material to support the validity and reliability of the English version of SADs in *J-POSTL (E)*, which are included in the appendix. Given the large number of descriptors, the process of determining the wording of SADs using ChatGPT was demonstrated through examples. One of the fundamental principles of editing was to create an English version that closely aligned with the Japanese sentence structures and the wording found in *J-POSTL (E)*. The advice and suggestions provided by ChatGPT were very helpful, but there were instances where the AI misinterpreted the modification relationships between clauses and phrases in Japanese or made incorrect choices of educational terminology, leading to inaccuracies or omissions in the translation. This highlights the difficulty of precisely translating Japanese into English, even for AI systems. However, overall, thanks to ChatGPT, an English list of the SADs has been satisfactorily refined in the author's opinion.

Finally, the author intends to publish a Japanese-English version of this draft. He intends to publish this draft on the SIG's website and hopes that it will be widely utilized by teacher educators, practicing teachers, assistant language teachers (ALTs), and students in teacher training programs, ultimately becoming established in educational settings.

References

JACET SIG on English Language Education. (2014). *Japanese Portfolio for Student Teachers of Languages (J-POSTL)*.
http://www.waseda.jp/assoc-jacetenedu/FullVersionJPOSTL.pdf

JACET SIG on English Language Education. (2021). *J-POSTL for Elementary-school Teacher Education (J-POSTL Elementary)*.
http://www.waseda.jp/assoc-jacetenedu/CompleteJPOSTLElementary.pdf

Newby, D., Allan, R., Fenner, A-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European portfolio for student teachers of languages (EPOSTL)*. Council of Europe Publishing.

Yamaguchi,T., Osada, E., Hisamura, K., & Benthien, G. (2019). Japanese Portfolio for Elementary English Educators: Specifying Self-assessment Descriptors for Student Teachers. *Language Teacher Education 6*(2). 54-61. JACET SIG. on English Language Education.

Appendix
An English Draft of Self-assessment Descriptors of *J-POSTL Elementary*

Ⅰ CONTEXT

A. Curriculum

1. I can understand the requirements set in the Course of Study.

2. I can design English language courses and year-round teaching programs for elementary school around the requirements of the Course of Study. (N)

3. I can understand the principles formulated in official guidelines for elementary school foreign language education other than the Course of Study (e.g. Core Curriculum, Curriculum Management). (P)

B. Aims and Needs

1. I can take into account the children's motivation to learn English.

2. I can take into account children's intellectual interests.

3. I can take into account children's sense of achievement.

4. I can understand the significance of learning English.

5. I can take into account the learning objectives based on both the Course of Study and children's needs.

C. The Role of the Language Teacher

1. I can identify specific pedagogical issues related to my children and teaching by planning, practicing, and reflecting on my classes.

2. I can critically assess my teaching on the basis of experience, child feedback and learning outcomes, and adapt it accordingly.

3. I can accept feedback from my peers and observers and apply it to my own teaching.

4. I can gather information related to classes and learning.

5. I can observe my peer's lesson and provide constructive feedback on improvement areas.

6. I can take into account children's knowledge of Japanese, and make use of it when teaching English.

7. I can explain the significance and benefits of learning English to children and their parents. (N)

8. I can critically assess my own teaching by understanding the cognitive, emotional, and social development of children. (N)

9. I can appreciate and make use of the value of diversity in a class composed of children with various cultural backgrounds and learning experiences, such as foreign exchange children, children of foreign nationals, and children returning from abroad. (N)

D. Institutional Resources and Constraints

1. I can use the facilities and educational equipment at my school as needed during classes and other activities.

Ⅱ METHODOLOGY

A. Speaking

A-1 Spoken Interaction

1. I can create a supportive atmosphere and set up opportunities for practical English usage that invite children to actively take part in interactional activities.

2. I can evaluate and select meaningful interactional activities to encourage children to greet familiar and unfamiliar individuals, as well as respond to or decline instructions and requests from them.

3. I can evaluate and select meaningful interactional activities to encourage children to express their thoughts and feelings about familiar topics.

4. I can evaluate and select meaningful interactional activities to help children to develop the ability to engage in brief exchanges, such as answering questions about themselves or asking about others.

5. I can evaluate and select various interactional activities to help children to develop the ability to communicate effectively with others using nonverbal communication such as facial expressions, gestures, etc.

6. I can evaluate and select meaningful interactional activities to help children to develop the ability to confirm and clarify what others say.

A-2 Spoken Production

1. I can evaluate and select various speaking activities to help children to develop the ability to express their preferences, interests, and strengths using basic vocabulary and expressions.

2. I can evaluate and select various speaking activities to help children to develop the ability to describe their everyday life or events by using simple phrases and expressions.

3. I can evaluate and select various speaking activities to help children to develop the ability to express their thoughts and emotions about their living environment, school experience, friendships, and acquaintances using basic vocabulary and expressions.

4. I can evaluate and select various speaking activities to help children to become aware of differences in stress, rhythm, and intonation.

5. I can evaluate and select a range of speaking activities to encourage children to communicate confidently using a limited vocabulary and nonverbal cues.

6. I can evaluate and select authentic and diverse materials including visual aids and printed materials to encourage speaking activities. (N)

B. Writing / Written Interaction

1. I can evaluate and select meaningful activities to encourage children to copy or write letters, words, phrases, and expressions, increasing their motivation to engage in such tasks.

2. I can evaluate and select various activities to enable children to copy or write familiar phrases and expressions.

3. I can evaluate and select writing activities which help children to practice writing

familiar words, phrases, and expressions, paying attention to lower and upper case letters, word units, basic symbols, etc. (N)

4. I can evaluate and select activities which enable children to copy familiar expressions while paying attention to word order so that they can develop their writing skills. (N)

5. I can create a range of settings and scenarios in which children can practice writing activities. (N)

6. I can facilitate activities which support children in exchanging notes or letters about familiar topics using acquired vocabulary and sentence structures. (A)

C. Listening

1. I can select listening materials appropriate to children's interests.

2. I can encourage children to use their prior knowledge and related experiences to predict the content of a text before listening to it in English.

3. I can design listening activities which enable children to identify the key points of the material.（N）

4. I can support children in identifying the pronounced letters and in coping with new or difficult vocabulary during listening activities. (N)

D. Reading

1. I can set up read-along or story-telling activities using picture books to get children interested in English alphabets and their content.

2. I can set activities to help children to identify the letters of the alphabet and develop the ability to properly pronounce them.

3. I can select reading materials appropriate to the needs, interests, and language level of children.

4. I can encourage children to use their own experiences and relevant knowledge when reading phrases or sentences. (N)

5. I can recommend books and materials that are suitable for the children's interests and reading levels. (A)

6. I can set developmental activities based on the contents and expressions I have taught. (A)

7. I can apply appropriate ways of reading a text in class such as reading aloud, silently or in groups (e.g. choral reading, reading the text sentence by sentence, and finger-point reading). (P)

8. I can encourage children to read familiar English phrases and sentences on their own. (P)

9. I can help children to develop different strategies to cope with difficult or unknown vocabulary in a text. (E)

10. I can help children to learn reading strategies (e.g. skimming, scanning etc.) to gather necessary information from a text. (E)

E. Grammar

1. I can recognize that grammar underpins communication, and help children to become

aware of the role of grammar through a variety of language activities in which meaningful living contexts are introduced.

2. I can provide various activities which help children to become aware of English-specific rules such as word order and inflections. (P)

F. Vocabulary

1. I can evaluate and select a variety of activities which help children to use the familiar vocabulary in a meaningful context.

2. I can introduce vocabulary which will enable the children to be able to express themselves appropriately.

3. I can design activities that help children to recognize the differences in vocabulary and expressions used in different situations, for different purposes, and with different people. (P)

4. I can help children to learn vocabulary by taking into account high/low frequency words and receptive/productive vocabulary. (E)

5. I can select and recommend appropriate dictionaries (e.g. English pictorial dictionaries, Japanese-English dictionaries), provide specific examples and explanations by referencing them, and help children learn to use them. (E)

G. Culture

1. I can evaluate and select a variety of activities which awaken children's interest in and help them to develop their knowledge and understanding of their own and the other language cultures through learning English language.

2. I can evaluate and select activities which encourage and deepen children's awareness and understanding of culture.

3. I can create opportunities for children to explore various regions, people and cultures by using the ICT.   (N)

4. I can evaluate and select activities (role plays, simulated situations etc.) which help children to develop their socio-cultural competence. (A)

5. I can evaluate and select a variety of source materials and activities which make children aware of similarities and differences in sociocultural 'norms of behavior'.

(A)

6. I can evaluate and select a variety of source materials and activities which encourage children to reflect on the relationship with others and get aware of or understand different value systems.   (A)

7. I can evaluate and select a variety of source materials and activities to make children aware of the interrelationship between culture and language.   (P)

8. I can evaluate and select a variety of source materials and activities to make children aware of stereotyped views and challenge these.   (E)

Ⅲ RESOURCES

1. I can make use of ideas, lesson plans and materials found in the teacher's guide and

supplemental materials accompanying textbooks.

2. I can identify and evaluate a range of materials appropriate for the age, interests and the language level of my children.

3. I can select expressions and language activities from textbooks and source materials that are appropriate for children's English proficiency.

4. I can locate and select materials appropriate for the needs of my children from a variety of sources, such as pictorial books, encyclopedia, illustrated books, literature, mass media and the Internet.

5. I can design appropriate learning materials and activities, taking into account the needs of each individual child.

6. I can design ICT materials and activities appropriate for my children. (N)

7. I can select and use appropriate ICT materials and activities in the classroom which are in line with the children's interests and abilities. (N)

8. I can select and use appropriate ICT teaching materials with children, and critically evaluate their effectiveness.　(N)

9. I can guide children to use the library and the Internet for information retrieval. (A)

10. I can recommend dictionaries and other reference books useful for my children. (E)

11. I can guide children to produce materials for themselves and for other children, and make an effective use of them in class. (E)

Ⅳ LESSON PLANNING

A. Identification of Learning Objectives

1. I can identify the Course of Study requirements and set learning aims and objectives suited to my children's needs and interests.

2. I can set learning objectives for each lesson and/or unit in accordance with the annual teaching plan.

3. I can set objectives which challenge children to reach their full potential.

4. I can set objectives which encourage children to reflect on their learning.

5. I can set domain-specific and perspective-based evaluation objectives for the four macro skills of listening, speaking (interaction and presentation), reading, and writing in accordance with the annual teaching plan. (N)

6. I can set objectives which take into account the differing levels of ability and special educational needs of the children. (N)

B. Lesson Content

1. I can vary and balance activities to enhance and sustain the children's motivation and interest.

2. I can design activities to make the children aware of and build on their existing knowledge.

3. I can take on board children's feedback and comments and incorporate this into future lessons.

4. I can structure lesson plans flexibly based on the year-round teaching plans. (N)

5. I can plan activities to ensure the interdependence of listening, spoken interaction and presentation, reading, and writing. (N)

6. I can accurately estimate the time needed for specific topics and activities and plan accordingly. (N)

7. I can vary and balance activities in order to respond to individual children's learning styles. (N)

8. I can plan to teach elements of other subjects using English (cross-curricular teaching, CLIL, etc.).   (A)

9. I can plan activities to emphasize the interdependence of language and culture. (P)

10. I can plan activities which link grammar and vocabulary with communication. (P)

11. I can involve children in lesson planning. (P)

C. Lesson Organization

1. I can select from and plan a variety of organizational form (whole-class, individual, pair, group, etc.) that align with learning objectives.

2. I can plan activities to encourage interaction between children.

3. I can plan activities to encourage children to make a presentation.

4. I can design lessons that take into account when, where, and how to use English.

5. I can plan team-teaching lessons and periods of team-teaching with other teachers and/or assistant language teachers. (N)

V CONDUCTING A LESSON

A. Using Lesson Plans

1. I can start a lesson drawing children's interest and curiosity.

2. I can flexibly adjust organizational forms such as individuals, pairs, groups and the whole class according to the situations.

3. I can be flexible when working from a lesson plan and respond to children's interests as the lesson progresses.

4. I can time and change classroom activities to reflect individual children's attention spans.

5. I can wrap up a lesson effectively and efficiently.

6. I can adjust my time schedule when unforeseen situations occur. (N)

B. Content

1. I can relate what I teach to children's experiences and knowledge, everyday events, and diverse cultural backgrounds.

2. I can present language content and topics, regardless of prior familiarity or experience, in accordance with proficiency levels of English and needs of children. (P)

C. Interaction with Learners

1. I can be responsive and react supportively to children's initiative and interaction.

2. I can encourage children to pay attention to the lesson from the start.

3. I can keep and maximize the attention of children during a lesson. (N)

4. I can cater for a range of learning styles. (A)

5. I can encourage children's participation in planning, preparing, and proceeding a lesson whenever possible. (P)

6. I can help children to develop appropriate learning strategies. (P)

D. Classroom Management

1. I can provide opportunities for and manage individual, partner, group and whole class work.

2. I can manage and use resources effectively (flashcards, charts, pictures, audio-visual aids, etc.)

3. I can manage and use instructional media efficiently (OHP, ICT, video etc.).

4. I can take on different roles according to the needs of the children and requirements of the activity (resource person, mediator, supervisor etc.). (A)

5. I can supervise and assist children's use of different forms of ICT both in and outside the classroom. (A)

E. Classroom Language

1. I can explain learning content and methods in English using visual aids, gestures, demonstrations, etc.

2. I can conduct a lesson in English, but can make effective use of Japanese if necessary.

3. I can design and facilitate activities that motivate children to actively use English in the classroom.

4. I can use appropriate strategies when children have trouble understanding classroom English. (N)

5. I can encourage children to relate their knowledge of Japanese language to the English learning contents when and where it is necessary, in order to facilitate their understanding of the lessons. (N)

Ⅵ INDEPENDENT LEARNING

A. Learner Autonomy

1. I can evaluate and select a variety of activities which help children to reflect on their existing knowledge and competences.

2. I can help children to reflect on their own learning processes and outcomes. (N)

3. I can assist children in choosing tasks and activities according to their individual needs and interests. (P)

4. I can guide and assist children in setting their own aims and objectives and in planning their own learning. (P)

B. Homework

1. I can set tasks outside of allocated classes to motivate learners to work independently. (P)

C. Projects

1. I can encourage children to engage in reflection using tools such as diaries and learning logs. (A)
2. I can help children to make a presentation in English by using relevant tools. (P)
3. I can plan and manage project work according to relevant aims and objectives. (E)
4. I can assist the children in their choices during the various stages of project work. (E)
5. I can plan and organize cross-curricular project work myself or in cooperation with other teachers. (E)
6. I can assess the process and outcome of project work in cooperation with children.

(E)

D. Portfolios

1. I can design teaching plans for children to engage in portfolio work. (E)
2. I can set specific aims and objectives for children to engage in portfolio work. (E)
3. I can help children to use a portfolio appropriately and give constructive feedback to them. (E)
4. I can assess portfolios in relation to valid and transparent criteria. (E)
5. I can encourage self-and peer assessment of portfolio work. (E)

E. Virtual Learning Environments

1. I can help children to use various ICT resources appropriately (email, websites, computer programs, etc.). (A)
2. I can gather learning resources accessible to children and share them with other educators. (P)
3. I can initiate and facilitate various learning environments (learning platforms, web pages, discussion forums, etc.). (E)

F. Extra-curricular Activities

1. I can help to organize exchanges in cooperation with relevant resource persons and institutions.   (A)
2. I can recognize when and where the need for extra-curricular activities to enhance learning arises. (A)
3. I can evaluate the learning outcomes of fieldwork, exchanges and international cooperation programs. (P)
4. I can properly set aims and objectives for fieldwork, exchanges, and international cooperation programs, which encompass language learning experiences. (E)

Ⅶ ASSESSMENT

A. Designing Assessment Tools

1. I can evaluate and select valid assessment procedures (portfolios, self-/ peer-assessment, etc.) appropriate to lesson aims and objectives. (N)
2. I can design and use in-class activities to monitor and assess children's participation and performance. (N)

3. I can negotiate with children how their learning and improvement should best be assessed. (P)

B. Evaluation

1. I can assign grades using procedures which are reliable and transparent. (N)

2. I can identify strengths and areas for improvement in a child's English performance. (N)

3. I can assess a child's ability to work independently and collaboratively. (N)

4. I can use a valid grading system in my assessment of a child's performance. (N)

5. I can present my assessment of a child's performance and progress in the form of a descriptive evaluation, which is easy to understand for the child, parents and others. (N)

6. I can use reliable assessment procedures to chart and monitor a child's progress and explain the result in an easy-to-understand manner. (A)

7. I can use the process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment). (P)

C. Self- and Peer Assessment

1. I can help children to set personal targets and assess their own performance. (A)

2. I can help children to engage in peer assessment. (A)

D. Language Performance

1. I can assess a child's ability to speak and write. (N)

2. I can assess a child's ability to engage in spoken interaction according to criteria such as content, appropriate language usage and conversational strategies. (A)

3. I can assess a child's ability to engage in written interaction according to criteria such as content and appropriate language usage. (P)

4. I can assess a child's ability to understand and interpret a spoken text such as listening for gist, specific information, implication, etc. (P)

5. I can assess a child's ability to understand and interpret a written text, such as reading for gist, specific information, etc. (E)

E. Culture

1. I can assess children's awareness of the differences between Japanese and other cultures.

2. I can assess the children's motivation, interests and attitudes towards different cultures.

3. I can assess the child's ability to respond and act appropriately in encounters with different cultures. (P)

F. Error analysis

1. I can analyze children's errors and provide constructive feedback to them.

2. I can deal with errors that occur in class in a way which does not disrupt the flow of the lesson or communicative activities. (N)

【Chronicle】
April 2022— March 2023

Presentations by the SIG members:

Date	Title and Presenter(s) Venue	Event
June 19	"Developing portfolio on intercultural competence for English learners at elementary schools: Creating self-assessment descriptors for self-reflection" Fumiko Kurihara, Yoichi Kiyota, Natsue Nakayama & Chika Kuroki 　　Web conference with Zoom	JASTEC 42nd Annual Convention
June 19	"Cultural learning in elementary school English learning ― Using 'Minpakku' by the National Museum of Ethnology" Yoichi Kiyota & Yuki Kitano 　　Web conference with Zoom	JASTEC 42nd Annual Convention
July 8-10	"Research on intercultural competence components in the new elementary textbooks" Fumiko Kurihara, Yoichi Kiyota & Natsue Nakayama 　　The University of Nagano	JALT PanSIG 2022
July 9	"The potential of effective use of multiple reflective tools based on the analysis of student teachers' reflection on micro-teaching" Satsuki Osaki 　　Web conference with Zoom	15th Annual Convention of JACET KANTO CHAPTER
July 30	"Practical report" Kagari Tsuchiya 　　Web conference with Zoom	"Passport to Middle School Students" Practical Report Meeting
August 22	"Developing autonomous learners: Perspectives and devices for teaching practices to promote motivation and deeper thinking" Kaori Yoshizumi	The 25th Annual Convention of Saitama Private School Education

	Hotel Brillante Musashino	(English language teaching sub-committee)
September 15	"Pre-service language teacher education using a portfolio" Eri Osada University of Wien	Second Language Teacher Education: Challenges and New Horizon (SLTED)
October 23	"Two projects for fostering imagination, communication skills, and intercultural awareness" Yoichi Kiyota Web conference with Zoom	Tokyo JALT Teaching Younger Learners SIG Event
November 11-14	"Extensive reading project with Oxford Reading Club in our English program" Yoichi Kiyota Web conference with Zoom	Fukuoka International Convention Hall
December 3	"Developing an 'Elementary school English learning biography' to nurture autonomous learners" Natsue Nakayama & Kagari Tsuchiya Ritsumeikan University (Osaka Ibaraki Campus)	The 5th JAAL in JACET (Japan Association for Applied Linguistics) (2022)
December 3	"Developing and using passport for junior high school" Fumiko Kurihara & Hiromi Imamura Ritsumeikan University (Osaka Ibaraki Campus)	The 5th JAAL in JACET (Japan Association for Applied Linguistics) (2022)
March 6	1. Symposium: "The possibility of English language learning portfolio for elementary school students: Classroom practice using 'Passport for junior high school' and development of 'Biography' Fumiko Kurihara, Yoichi Kiyota, Sakiko Yoneda, Natsue Nakayama, Kagari Tsuchiya, Mayuko Oshida & Chika Kuroki 2. Symposium "Digital textbooks for	Language Education EXPO2023

		elementary English education in Japan" Jyunya Narita, Satoru Shimodaira, Seiko Akai & Kagari Tsuchiya	
		3. Symposium: "A study of teaching with machine translation at universities" Shien Sakai, Mikie Nishiyama, Eisaku Takahashi & Naoki Sugimori (Chair)	
		4. Presentation: "Analysis of Japanese university students' use of mediation skills during an online internship with Vietnamese students" Fumiko Kurihara	
		5. Presentation: "Perception of self-image as a future English user among junior and senior high school students: Insights from a six-year longitudinal study" Akiko Takagi, Takayuki Tsukui, Yumiko Kato, Miyuki Morishita & Yumiko Fukumoto	
		6. Presentation: "Developing and practicing a methodology to promote deep reflection in an educational practice seminar: Students' evaluation on the method" Sakiko Yoneda & Shun Morimoto	
		7. Presentation: "Students' evaluation on the use of reflection tools in a pre-service teacher education course" Satsuki Osaki Waseda University/ Web conference with Zoom	

Abbreviations

JACET: The Japan Association of College English Teachers

JAAL: The Japan Association of Applied Linguistics

JALT : The Japan Association for Language Teaching

JASTEC: The Japan Association for the Study of Teaching English to Children

Language Teacher Education
Submission Guidelines

1. Requirements

   Contributors and co-authors should be SIG or JACET members. However, contributions from the users of J-POSTL or researchers/practitioners of language teacher education as well as primary/secondary foreign language education are welcome.

2. Editorial Policy

Language Teacher Education, a refereed journal, encourages submission of the following:

Genre	Contents	Number of words
Research Paper	Full-length academic articles on the transportability or the use of *J-POSTL* or on language teacher education and related fields.	Within 8,000
Research Note	Discussion notes on *J-POSTL* or on language teacher education and related fields.	Within 6,000
Practical Report	Reports on classroom application of J-POSTL or on language teacher education and related fields.	Within 6,000
Other	Reports of conferences, PD activities, materials, research programs, etc. related to *J-POSTL* or language teacher education and related fields.	Within 4,000
Book Review	Book reviews on language education	Within 2,000

3. Submission Procedure

・ *Language Teacher Education* invites submissions for both Japanese and English editions.

・ Data Entry: The data with the name(s), affiliation(s), title(s), e-mail address(es), and abstract should be sent to the e-mail address below no later than November 30 for Japanese edition and April 30 for English edition.

・ The complete manuscript for publication in March issue (Japanese edition) should be sent to the email address below no later than January 10, and that for publication in July issue (English edition) no later than June 15.

    Email to: Hiromi Imamura <imamura[at]isc.chubu.ac.jp>

           Change the "at" in the address to an @ mark.

4. Formatting guidelines for submissions in English

   Full-length manuscripts in MS W, conforming to APA 7th edition style, should not exceed 8,000 words on A4 paper (Leave margins of 30mm on all sides of every page / Use 12-point Times New Roman, 80 letters×40 lines), including title (14-point Times New Roman), headings (12-point Times New Roman in bold type), abstract (200-300 words), key words (no more than 5 words), references, figures, tables, and appendix. (See, template on the SIG website)

成長のための省察ツール
言語教師のポートフォリオ

JACET教育問題研究会　<http://www.waseda.jp/assoc-jacetenedu/>
監修：神保尚武／編集：久村　研，酒井志延、髙木亜希子、清田洋一

■　「言語教師のポートフォリオ」には，【英語教師教育全編】【英語教職課程編】【現職英語教師編】の３編があります。それぞれの用途によって使い分けることができます。本ポートフォリオの主な特徴は次の通りです。
　・英語教師に求められる授業力を明示する。
　・授業力とそれを支える基礎知識・技術の振り返りを促す。
　・同僚や指導者との話し合いと協働を促進する。
　・自らの授業の自己評価力を高める。
　・成長を記録する手段を提供する。

■　本ポートフォリオの中核には，Can-Do形式の180の自己評価記述文があります。これらの記述文は，授業力に関する系統的な考え方を提供しており，単なるチェック・リストではありません。教職課程の履修生，現職教師，実習や教員研修の指導者・メンターなどが利用したり，お互いに意見を交換したりする際に，省察を深めるツールとして機能すること，教職の専門意識を高める役割を果たすことが期待されます。